



april 1974 avril

22:5

BULLETIN

canadian association of university teachers

association canadienne des professeurs d'université

Academic Freedom and Curriculum

La mérite et l'argent

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The CAUT Newsletter is between pages 8 and 9 of the Bulletin
Le Newsletter de l'ACPU est entre les pages 8 et 9 du Bulletin

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April 1974, Volume 22, No. 5.
Avril 1974, Tome 22, Numéro 5.

EDITOR/REDACTEUR: ISRAEL CINMAN

ADVERTISING OFFICE: 66 Lisgar Street, Ottawa, Ontario K2P 0C1
Telephone: (613) 237-6885 Telex: 053-3549

Advertising rates available on request

Published six times a year

Subscription rates: \$12.00 per year

Six livraisons par année

L'abonnement est de \$12.00 par année

Academic Freedom and the Curriculum: A Problem and a Proposal

RUSSEL A. HUNT

It often seems as though problems of academic freedom are far removed from those of curriculum. Having said that "academic freedom includes the right within the university to decide who shall teach, who shall be taught, and what shall be studied, taught, or published" (CAUT Policy Statement on Academic Appointments and Tenure, II, 2; *CAUT Handbook*, 2nd Edition, p. 43,) we tend to feel that the question is settled. But it is not; we seem never to have thought through the problem of *who* within the university, precisely, has what rights in this situation.

In designing departmental curricula and in assigning specific courses within curricular schemes, it is possible for individuals within a department, or for the department as a whole, to discriminate against individual faculty members in such a way as to cause serious professional damage — and at present there is apparently no recourse against such actions at most universities.

There are at least two ways in which the individual can be discriminated against and thereby put into an untenable position: he can be forced to teach courses whose subject matter is not within his competence, or he can be forced to teach courses with whose implied or stated methodology he is in disagreement. In either case — and whatever his reaction to the situation — he is likely to teach the course badly and therefore be open to charges of unsatisfactory teaching.

Unofficial Pressures

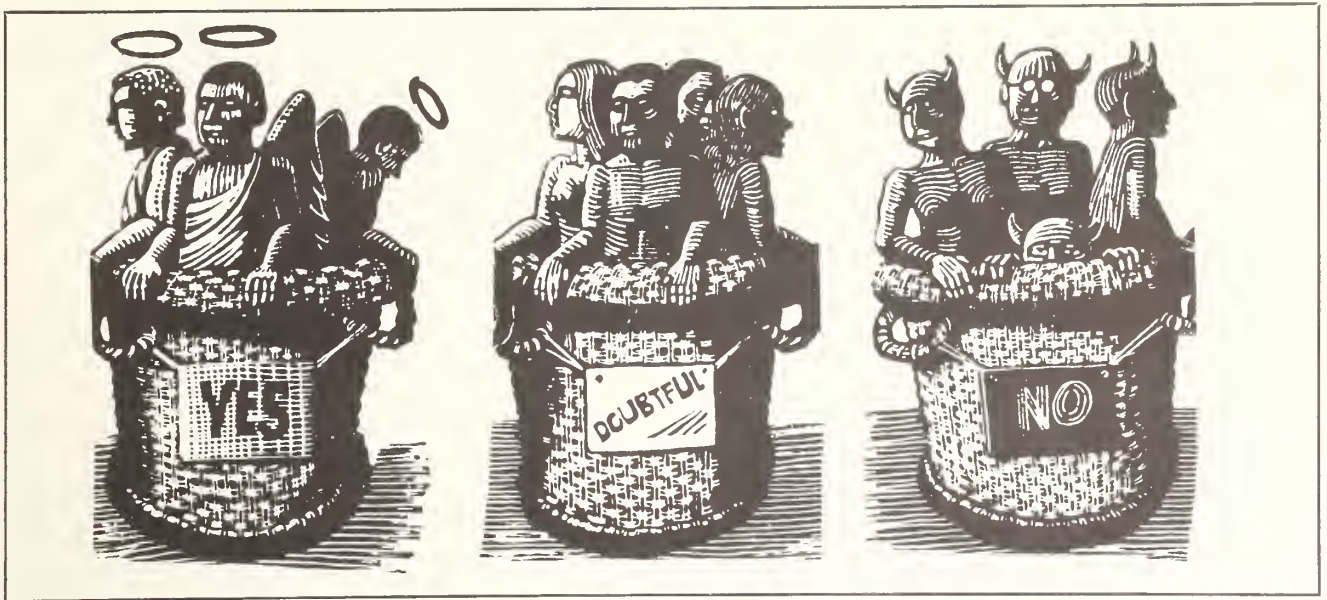
While this may not at first seem to be likely to be a very common experience — after all, one would expect most departments to have more sense of their own self-interest than to assign courses in such a manner — my impression, from discussing this with various people, is that it happens far more often than

one would expect. It is, in fact, very commonly used as one of the "unofficial" means of putting pressure on a faculty member to resign so as to avoid the inconvenient process of firing him.

It is often difficult to determine whether such tactics are in fact being employed in any specific case, however. This is largely because the entire situation with respect to curriculum design and change is a confused one. Who, finally, is responsible for the institution of a new course or the abolition of an old one, the setting up of a new relationship between existing courses — for, in other words, all the everyday decisions relating to curricula? The individual professor? The department as a whole? The university senate? Who is responsible for seeing that courses as taught actually match up with the descriptions in the calendar, by which they are "sold" to students? (Curriculum seems, in fact, to be one of the last bastions of the principle of *caveat emptor*, largely because of the power vacuum inherent in the situation.)

Nor is it very easy to see how the confusion ought to be resolved. All the various parties seems to have some claim on the right to authority over curriculum, but certainly not to final authority. The most plausible claimant to that final authority is the individual teacher, and the CAUT policy statement seems at first glance to support his claim. But it surely cannot be read to say that each, individual teacher can decide what he is going to teach this fall without reference to the ongoing programme of his department or university. Such a situation might have been workable in the old German universities, where students dealt directly with individual teachers, hardly expecting courses to dovetail neatly into a system of prerequisites and sequences and distributions. But in a modern university it simply

Professor Hunt teaches English at St. Thomas University in Fredericton



Graphics: NYRB

won't do. The department, and the rest of the university community as well, have a legitimate claim to some voice in my decision as to whether I will teach "Special Problems in Restoration Tragedy" or "Introductory English" this fall.

The question is not only one of subject matter; it can be, as the choices I just named suggest, one almost of morality. Faculty members in many departments may be concerned with issues such as "carrying your part of the load" of unattractive courses. Introductory language, freshman English, introductory history—such courses and many others often become objects of contention, with each member of the department trying to get as few of these and as many of the more prestigious, more interesting, and often more sparsely populated classes as possible. Clearly, if the department as a whole has established the courses, they must be taught; equally clearly, if each faculty member makes an absolutely free decision as to what he is to teach, they will not be.

Questions of methodology and specific content can be equally distressing; specific courses often imply methods that are anathema to certain teachers, and various people may have wildly variant ideas as to what constitutes introductory sociology.

Part of the reason for the continuing confusion in this area is our persistent tendency to think of subject areas as "areas," or as solid blocks, divisible neatly by straight lines into courses. But there are, after all, really no fields at all in which this is an accurate sort of analogy. Two people teaching undergraduate Shakespeare or undergraduate sociology may well be teaching courses as different from each other as from any other courses in their department. Even areas which would appear to be as clearly sequential as introductory language or mathematics can be taught in wildly different ways, ways which may well render French 100 and French 200 almost totally unrelated, or Mathematics 100 a course which might as well follow as precede Mathematics 200. Until the language of course descriptions becomes more precise and course descriptions begin referring not only to subject matter but also to pedagogical methods, to hypotheses and assumptions and theses, such confusion is likely to persist. In other words, it is likely to persist for the foreseeable future.

Question of Morality

But a result of such confusions could be the following situation. Professor A, hired by a department of Spanish to teach modern Spanish literature and Latin American literature, is suddenly asked to carry his part of the load of introductory Spanish. But, in fundamental disagreement with the department's audio-lingual methods of teaching introductory Spanish, he indicates his unwillingness. He is assigned the course in any case, does a lamentable job of teaching it, and occasions widespread student complaints that Professor A's Spanish 100 was not an adequate preparation for Spanish 200.

The question of whether Professor A's academic freedom has been infringed upon, and the question of whether the department's motives were ulterior or entirely straightforward, are at the very least difficult ones. Combine this with a couple of related considerations—that in large, highly democratized departments curriculum is commonly the least democratic of major decisions, and that in small, personal and informal departments it is hardly unusual for one member to be out of favor and for the rest to command a pretty overwhelming majority. It's not a very entrancing situation.

Moreover, it's one that seems likely to lead to other, more complex problems, problems which could conceivably be avoided if the situation were cleared up at this point. But it is not an easy situation to clear up. The fundamental issue is the conflict between two legitimate claims to authority. Obviously it would be difficult to enunciate a principle which would apply in all cases; equally obviously, however, it is not a good idea to allow decisions to continue to be made on an *ad hoc* basis. Being perfectly realistic, we must admit that it is very likely that when problems involving this principle arise, they will involve precisely the people least likely to get a fair hearing in their university. This is always the problem with matters of academic freedom, and is a fundamental argument in favor of some kind of written guide, as opposed to reliance on *ad hoc* notions of justice.

Here, then, is a proposal for a guideline which might, endorsed and publicized by CAUT, alleviate some of these problems.

Cont'd. on p. 9

Le mérite et l'argent: les primes d'excellence

JAMES IAIN GOW

Vers la fin de 1973, l'ACPU a reçu le rapport du Sous-comité sur l'efficacité de l'enseignement portant sur la pratique dans les universités canadiennes en matière de primes ou bonis d'excellence dans les salaires des professeurs. Ce rapport, d'une vingtaine de pages, a comme titre "A Question of Merit"; il est signé Chris Knapper.

L'auteur a mené une enquête auprès des cinquante institutions membres de l'ACPU, s'adressant à la fois aux vice-présidents académiques et aux présidents des associations de professeurs. Il a reçu vingt-neuf

réponses des premiers et vingt réponses des seconds. Dans le but de ne pas éliminer à l'avance des mécanismes qui seraient particuliers à une université ou à une autre, il s'est abstenu d'utiliser un questionnaire formel. Ses questions ont donc eu une portée générale et son rapport constitue un premier tour au problème, non une étude exhaustive. Il fait état de la situation qui prévaut surtout dans les grandes universités; les petites, surtout celles de langue française y sont sous-représentées.

Presque toutes les universités répondantes ont recours sous une forme ou sous une autre aux primes d'excellence. La plupart des réponses peuvent être classées selon que le système dont elles font état est composé de deux ou de trois éléments. Le système à trois éléments prévoit des hausses de salaire selon les modes suivants: a) redressement des échelles de salaire selon la hausse du coût de la vie; b) l'augmentation annuelle de salaire selon la progression normale des professeurs dans les échelles (avancement d'échelon); et c) des primes d'excellence ou de mérite. La plupart des universités répondantes utilisent une variante de ce système. Le système à deux éléments lui ressemble, mais il omet l'augmentation annuelle, l'avancement d'échelon dépendant, dit-on, du mérite de chaque professeur.

En réalité, ce deuxième système accorde souvent des augmentations "au mérite" à tous les professeurs, ceux-ci étant jugés tous également méritoires.

Plusieurs universités offrent des bonis à certains professeurs pour des raisons autres que le mérite exceptionnel, raisons d'équité (bonis de redressement) et raisons de compétition (bonis de marchandage).

Professeur Gow enseigne à l'Université de Montréal.

Le boni d'excellence se distingue de la prime d'excellence en ce sens qu'il est un paiement ad hoc qui ne constitue pas un avancement d'échelon, tandis que la prime d'excellence en est un. Le boni d'excellence serait très rare, la prime d'excellence beaucoup plus fréquente.

Que ce soit un boni ad hoc ou une prime sous forme d'avancement accéléré d'échelon, la rémunération au mérite pose plusieurs problèmes. Qui décide des mérites des enseignants, comment, selon quels critères et quelle sera l'importance de ces augmentations par rapport à celles basées sur l'ancienneté? Souvent le montant global réservé aux augmentations de mérite sera négocié entre l'association des professeurs et l'administration de l'université. Celle-ci décidera ensuite si elle veut le répartir entre un nombre élevé de professeurs ayant chacun une légère augmentation ou si elle veut donner des augmentations importantes à un nombre limité d'individus. Le plus souvent on laisse à l'initiative des professeurs la demande de telles augmentations. Des appréciations seront demandées au directeur du département ou au doyen de la faculté du professeur ainsi, habituellement, qu'à un comité de professeurs qui siège soit au niveau de la faculté soit à celui de toute l'université. Rares sont les cas où les étudiants participent d'une manière quelconque à cette évaluation. Rares aussi sont les mécanismes d'appel à la disposition des professeurs.

Les critères d'excellence sont ceux qu'on retient habituellement lors de l'examen d'un dossier en vue d'une promotion. On dit évaluer l'excellence de l'enseignement, de la recherche et du travail administratif des professeurs. Cependant, le seul des trois domaines où il y a précision des critères est celui de la recherche et de la publication. Pour l'enseignement et le travail administratif accompli par les professeurs, il ne semble pas y avoir de critère généralement reconnu d'appréciation du mérite.

L'auteur termine son rapport avec un examen de certaines questions de principe. Selon lui, l'idée d'un régime de mérite est inattaquable, c'est l'équité d'un tel régime qui est difficile à assurer. Des inégalités de salaire peuvent provoquer des ressentiments à moins que la manière de les établir ne donne à tous l'impression d'être jugés selon les mêmes critères. Ces critères, comme nous l'avons vu, privilégient un seul domaine au travail du professeur (le "Publish or perish" n'est pas mort, au contraire...). L'auteur ne prend pas position sur l'opportunité d'une participation étudiante à l'évaluation de l'enseignement. Par contre, il fait sienne la déclaration du Conseil de l'ACPU en mai, 1973, exigeant pour les professeurs le droit de consulter leur dossier. Enfin, il suggère que s'il faut avoir un régime de rémunération au mérite (ce dont il est loin d'être persuadé), il serait bon que le comité qui recommande les promotions puisse examiner périodiquement le fonctionnement du régime afin de corriger ses écarts qui pourraient en résulter.

Pour notre part, nous estimons que la question des différences de salaire pour des raisons d'excellence ne doit pas être séparée par celle du régime de promotion et de permanence. A moins de ne parler que du boni ad hoc, la question du rythme d'avancement est sûrement plus importante que celle de certaines sommes d'argent. Être éligible à la promotion plus vite que l'autre, représente pour le professeur des avantages importants à la fois en matière de salaire et de sécurité. De toute façon, le difficile problème de la détermination de critères rationnels et équitables du mérite se pose tant pour les questions de promotion que pour celles du traitement.

A propos de ces critères, nous croyons que c'est dans l'intérêt des professeurs d'ajouter autant d'éléments d'appréciation que possible au processus d'examen des mérites de chacun. L'appréciation faite par les étudiants permet au moins d'inscrire le critère de la qualité de l'enseignement au tableau, tandis qu'à l'heure actuelle seules la recherche et la publication y sont inscrites de manière tangible. L'occasion d'un examen des moyens d'évaluation des mérites des professeurs offre deux autres possibilités intéressantes. L'explication des critères peut et doit faire l'objet de négociations entre l'administration et les associations de professeurs. Elle permet aussi d'établir un système d'appels, puisqu'elle limite la part de l'arbitraire dans l'évaluation, toutes les décisions devant désormais être motivées.

Au delà des modalités des régimes de mérite, il y a le problème de leur raison d'être. Dans la société nord-américaine, où toute chose doit avoir sa valeur marchande, il y a peu d'appuis pour l'idée d'une égalité de salaires pour tous les enseignants. La plupart du temps le débat tourne autour de l'importance qu'il faut accorder respectivement à l'ancienneté et au mérite dans la détermination des salaires. C'est précisément parce que la plupart des universités ont opté pour l'une ou l'autre des formes de rémunération au mérite que cette étude a été faite. Néanmoins, à une époque où des économistes-conseillers de nos gouvernements s'interrogent sur la productivité dans l'éducation, nous croyons qu'il est utile de se demander si l'argent est le meilleur moyen de stimuler l'excellence ou si, par contre, les régimes de mérite ne risquent pas de favoriser chez les professeurs une seule et commune spécialité: le marketing.

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Canadian and American scholars in Canada need to be Canadianized

In his response to my letter in the *CAUT Bulletin*, Robin Mathews seems convinced that my *desire* to make a contribution to Canada is not enough. However, I shall persist in my efforts to teach and do research in Sociology with the hope that some day I shall become acceptable to my colleagues despite the taint of my U.S. heritage.

Since Professor Mathews holds himself up as a person familiar with Sociology, I find it surprising that he has overlooked some of the *genuine* negative consequences arising out of the influence of Americans in Canadian Sociology. Professor S. D. Clark points out that many U.S. scholars in Canada are still oriented primarily toward the U.S. It is "important to publish in leading American sociological journals, to have one's writings referred to in the footnotes of books written by established American scholars."¹ Unfortunately, this tendency exists among Canadian scholars as well. Both Canadian and American sociologists in Canada need to be Canadianized.

Mathews seems to feel that a Canadian sociology already exists. My preference is to look for knowledge that is relevant to the *phenomena being studied*. If I were a gardener in Vancouver, I would not hesitate to use a book written for Seattle. Similarly, if I lived in Minneapolis, I would welcome information about tomatoes that do well in Winnipeg. Admittedly, as a new Canadian, I will boast a bit about Canadian achievements. If Russians were planning an oil pipe line in Siberia, they might find it profitable to learn from Alberta. When medical men were searching for ways to treat diabetes a number of years ago, they were well advised to visit Toronto. But there are weaknesses in several of our areas. If Mathews is familiar with Canadian sociology, he should be aware that no Canadian university offers the training in methodology and statistics comparable to that which can be found in several U.S. universities. The tendency to describe as "undiluted nonsense" any suggestion that American training is superior in several specialties suggests an inferiority complex or just plain ignorance.

Professor Clark has been able to see both the merits and demerits of the influence of American social scientists. Future choices must acknowledge certain dilemmas. Some areas in the social sciences rely heavily on knowledge of the Canadian scene; others rely on skills not based on national boundaries. One strategy would be to build on areas of strength within Canada and accept certain deficiencies. My preference in my own specialty, deviant behaviour, would be to make contributions to cross-cultural research. Our diversity and mixed heritage might permit effective utilization of our admittedly modest skills in this area. Obviously, I prefer an orientation that looks outward to the rest of the world rather than one that looks inward. By contrasting Canadian data with the rest of the world, I feel we make a more significant contribution—and probably analyze our own society more effectively.

Professor Mathews notes, with some approval, that a Ph.D. student from McMaster University was denied a job in California "on the grounds that job market conditions did not warrant the employment of a non-American." My sorrow for California has been growing with the years. If we *must* follow such a pattern let us do it regretfully. Protecting jobs for Canadians, and also for females and minority groups, is a realistic need. We do not have to disguise our motives nor pretend that such hiring patterns will lead to superior scholarship. Compromises are in order to secure other goals. . . .

James C. Hackler
University of Alberta

¹ S. D. Clark, "The American Take Over of Canadian Sociology: Myth or Reality," *The Dalhousie Review*, Vol. 53(2) pp. 205-218.

In the interest of providing other correspondents with an opportunity to express different views on the subject of Canadianization, this letter will be the last in a series of exchanges between professors Hackler, Mathews and Inglis to be published in the *Bulletin*.

A continentalist approach

A copy of this letter was submitted to the *CAUT Bulletin* for publication.

Dear Professor Woodcock,

I have just read your contribution to the current issue of the *CAUT Bulletin* entitled "Mediocrity Escapes North." As an American who has come here fourteen years ago to teach sociology, I feel that I have been unfairly described in your comments. And as an admirer of your past writings, I am saddened by your poor judgement in this case.

My objections are both formal and substantive.

From a formal point of view, I think that one should try not to form judgements without sufficient evidence; that one should state one's evidence when expressing oneself in print on a controversial subject; that when tempted to make statements potentially harmful to others, one should be even more careful than otherwise about one's evidence; that one should not needlessly hurt other people. In my opinion, you have violated all these rules.

From the point of view of the substance of the argument, I think that you have failed to examine sufficiently the mechanics of hiring by academic institutions in North America (cf. Theodore Caplow and Reece J. McGee, *The Academic Marketplace*).

From all the evidence I have seen, it seems reasonable to assume that there is a North American academic "market," that buyers as well as sellers in this market tend to have a more-or-less defined market value. For a seller, this market value tends to be established by such things as the prestige of the Ph.D. he has earned, by the volume and reputations of his writings, and by the people he knows. For the buyer, that is to say for the academic institution, there are differential abilities to attract scholars based on the institution's prestige, the salaries it can offer, the scholarly atmosphere it can provide, etc. I have seen no evidence that Canadian institutions suffer any disability from the mere fact that they are in Canada. UBC or Toronto, no less than an American institution, surely can attract any scholar which the academic market decrees that it deserves. While it is true that UBC is unlikely to obtain the services of someone who has been offered tenure at Harvard, it is also unlikely that Western Washington State College can obtain someone with tenure at UBC.

It is also worth remembering, by the way, that while there is a rough relationship between market status and scholarly excellence, the two are by no means the same.

I very much hope that you will reflect further upon this matter, considering, especially, the harm you may have caused people and the fact that you have not specified any particular body of evidence which your readers could examine. Should such further reflection lead you to modify or to amplify your views, I would suggest that you consider writing an addendum to your original comments for publication in the *CAUT Bulletin*.

Werner Cohn
University of British Columbia

Stevens wrong . . .

Sir,

Many issues have been introduced into the debate concerning the "Canadianization" of the University in Canada. There is a degree of credibility in some of the arguments; in others nothing but shallow emotionalism. Professor J. R. Stevens' in the January 1974 *Bulletin* is neither; it is just plain puzzling.

The decision to grant a faculty member tenure is based upon a committee's evaluation of a person's contribution to teaching and research in a department. It is designed to assure that person's right to speak and write as he or she wishes within limits of decency and scholarship. To suggest that only Canadians be involved in that decision is tantamount to saying that Canadians have a monopoly on

Cont'd. on p. 9

C.A.U.T. A.C.P.U. *newsletter*

April 1974 Avril

CAUT enters new era

Restructure aimed at strengthening CAUT role in collective bargaining and lobbying governments

By Israel Cinman

The Board of Directors of the Canadian Association of University Teachers voted last month to act on the growing trend among local faculty associations towards collective bargaining and towards the lobbying of governments by introducing a levy on the members of the Association which would pay for the changes in the Association's structures designed to provide the locals with professional help in the field.

In voting to define the CAUT's priorities as dealing with Academic Freedom and Tenure, Collective Bargaining and the establishment of local offices, where provincial associations have not done so, the board approved most of the restructuring changes presented to it by the executive at the latest Board meeting held in Ottawa March 22 and 23.

The Board also discussed and passed amendments to the CAUT Guidelines on Collective Bargaining. The amended Guidelines spell out new methods of accommodating grievances from individual faculty members where there is a collective agreement. The new Guidelines require the local association and the CAUT to enter into a formal written agreement prior to the signing of a collective agreement between the local and the University. The agreement between the CAUT and the local association stipulates that if the local association refuses

to proceed to arbitration on behalf of the individual member, the individual may appeal to the CAUT, and the CAUT may request the local to submit the matter to arbitration. The local, according to the amended Guidelines, will be required to do so. The Guidelines also state that in such a circumstance, the CAUT will name those who are to argue the case, and shall pay the union's cost of arbitration with the University.

The package describing the proposed changes in the CAUT's structure was presented to the Board by the CAUT Executive. The Executive asked Board members to approve a \$135,000 proposed budget which would finance the Association's forays into the field of collective bargaining for university professors and its lobbying with governments.

The Executive brief, the details of which were discussed for two days, stressed the CAUT's commitment to the

support of collective bargaining as a legitimate means of securing the goals of the organization and the need for the profession to defend itself from threatened take-overs by the civil service.

It recommends that CAUT establish local offices in Halifax and the West, which would assist associations in preparation for certification, and which would lobby the provincial governments on behalf of the professoriate.

The brief asked the Board to authorize expansion of CAUT's manpower to provide staff for local offices and a second professional officer in the field of collective bargaining. The paper also recommended that the CAUT President be free to devote more time to the affairs of the Association, and suggested that this can be done through the Association buying one-third of the President's time.

It also proposed that the Board authorize a dialogue with the librarian members of the Association to ascertain whether they would prefer to organize in an autonomous section of the CAUT.

The paper made reference to strengthening of the CAUT-ACTRA alliance in the areas of copyright and educational television and suggested that overtures be made to negotiate with community college teachers about areas of common interest.

The majority of Board members and representatives of provincial federations were in agreement with the Executive proposals. Professor Muni Frumhartz, this year's president of the Ontario Confederation of University Faculty Associations (OCUFA) said that his organization would be strongly sympathetic towards establishing of local offices. He also said that OCUFA would endorse the Association's initiatives in providing help to the locals in the area of collective bargaining.

Professor Richard Spencer, CAUT's Vice-President, spoke on behalf of the Confederation of University Faculty Associations of British Columbia (CUFABC) and said that B.C. would certainly support the Executive proposals. However, he cautioned the Association, saying that the CAUT might want to curtail or cut back on certain of its activities, given the drastic redefinition of its priorities.

Professor Arthur Monahan, who was involved in St. Mary's University's bid for certification called the proposals of "utmost importance," and said the Association can not delay the implementation of these innovations any longer.

Professor Gordon Unger, Executive Assistant to the Confederation of Alberta Faculty Associations (CAFA) said that CAUT's interest in unionism reflects a groundswell of opinion on local campuses. "The perception of the role of the professoriate has changed," he said. "With universities being answerable more and more to governments and politicians, the professoriate must be protected through collective action, through unionization," he added.

Professor Michiel Horn, a member of the Executive said that the CAUT has come to a point where real decisions had to be made. "To protect academic freedom and tenure, to promote economic

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CAUT Board votes for stringent appointment review procedures

In a move to ensure that more Canadians find employment in Canadian universities, the Board of Directors of the CAUT voted to support the principle of establishing university-wide appointment review committees.

The Board discussed the report of the Committee on Canadianization and the University at its recent meeting in Ottawa March 22 and 23. This and other recommendations to change the existing Guidelines will be put before the CAUT Council when it meets in Toronto in May.

According to the recommendations, members of the appointment review committees should be elected by the academic body and should advise the president. They should be able to require signed statements from departments wishing to hire staff from outside Canada and ask these departments to document their views that no suitably qualified Canadians have applied for the job.

This, and other recommendations were presented in a report, the result of a study to establish whether the Canadian academic community finds the CAUT Guidelines or Canadianization adequate, or whether the CAUT should consider modifications of its policy. In the process, the Committee canvassed all local faculty associations and 50 academics across Canada.

Those surveyed indicated that they did not support the use of citizenship quotas in appointments. Some individual respondents preferred citizenship requirements for tenure or administrative appointments. Others opted for appointment review committees which would ensure that openings in academic and senior administrative posts in Canadian universities are widely advertised and that in hiring, preference be given to qualified

Canadians if they are available. Still others opted for the status quo, pointing out that the present criterion for hiring — competence, is adequate.

The report also makes recommendations on the subject of employment of Canadian graduate students. According to its report, the committee does not think that the problem can be solved by restricting foreign applications for positions, but suggests that the federal and provincial governments must "so conduct their policies as to ensure high employment levels for university graduates, and that CAUT should press for such action on the part of the governments."

Professor Michiel Horn, Chairman of the Committee said that the Board's decision to support the principle of university-wide appointment review committees is the "minimum requirement." However, personally, he would go much farther. "My own view," he said, "is to go to the government and secure a change in the government policy." Apparently, some of those who replied to the Committee's questionnaire share Professor Horn's views. According to the report, the Committee received suggestions that CAUT draw to the attention of the Canadian government the existence of legislation in other countries which discriminates against Canadian academics, and they suggest that the CAUT should urge the government to attempt to negotiate repeal of discriminatory legislation of this kind.

On the other hand, says the report, some individuals and one faculty association proposed that the CAUT should request the imposition by the Canadian Department of Manpower and Immigration of similar restrictions on the employment of non-Canadians in Canadian universities. **I.C.**

Restructure, From p. 1

welfare of academics, the CAUT must either increase its services and thus its power, or we're likely to find ourselves without significant defences," he said.

The general attitude among Board members was that the CAUT must be prepared to "spend in order to get," as one member put it. But many echoed Professor Spencer's sentiments that certain committees or CAUT functions in certain areas should be cut back or amalgamated.

Nevertheless, as the vote showed, the Board saw the necessity for quick and

definite action. "If we hesitate, we might see the CAUT fall apart as an organization with national capacities," said Professor Karl Friedman, a Board member.

In summing up the Executive proposals, Professor Donald Savage, CAUT Executive Secretary, said that a number of universities are currently awaiting decisions on the applications for certification. One of those close to a decision is the University of Manitoba (fifth largest in the country) and, according to Professor Savage, "the decision on Manitoba, if positive, will open the floodgates for requests to the CAUT on collective bargaining for organization and assistance in negotiating agreements."

Shopping for Life Insurance

by Georges Frappier

Consumer Union just published a three-part series, "A Guide to Life Insurance," in January, February and March issues. One may find useful guidelines in these articles. Many companies are listed, and their policy costs are compared according to the interest-adjusted method which is more sophisticated than the "net cost" method of traditional dealers.

Looking through this list, it should be noted that the Teachers Insurance and Annuity Association of America (TIAA) in most cases places first.

Consumer Union basic point is to distinguish between term and whole life insurance. In fact, according to *CU*, one should think of buying term insurance unless one has great difficulty saving money, or if one is in a high tax bracket. *Consumer Union* also considers participating and non-participating policies, such types of life insurance as "decreasing term," "endowment policies," "minimum deposit plans," "variable life insurance," and "weekly payment insurance." It also looks into various options or "riders" — double indemnity, waiver of premium, guaranteed insurability.

CU even considers the possibility of switching policies; based on its survey, it believes that it does sometimes pay to switch.

Finally, *CU* gives some details on the hidden premium in insurance: privacy. Anyone who applies for life insurance knows, of course if he is being examined for his physical condition. But what about the person's character, general reputation, personal characteristics and mode of living? In the U.S.A. one of the biggest investigation agencies maintains files on about 48 million individuals.

The three-part series is available as a single booklet at \$1.00 each while they last. For copies, send order with remittance to Reprint Department, Consumers Union, Orangeburg, N.Y. 10962.

St. Mary's Faculty Choose CAUT Over CUPE as their bargaining Agent



Graphics: the UBYSSEY

The faculty at St. Mary's university in Halifax chose the Canadian Association of University Teachers (CAUT) as their bargaining agent, defeating the Canadian Union of Public Employees (CUPE). The vote was held April 22 and 23 and was ordered by the Nova Scotia Labour Relations Board to ascertain who the faculty at St. Mary's wished to represent them in collective bargaining.

The President of the St. Mary's Faculty Union (SMUFU) said that he was delighted with the result. The President of the CAUT, Professor Evelyn Moore, welcomed the decision and stated that the CAUT would now be proceeding to

negotiate with the administration at St. Mary's to secure a collective bargaining agreement. She hoped that CUPE supporters at St. Mary's would now join the CAUT local so that all faculty at St. Mary's could work together for the common good.

The heavily attended vote saw the CAUT gather 76 (55 per cent) out of 139 possible votes. CUPE received 62 (45 per cent) votes. 148 faculty members were eligible to cast ballots, and the 139 who did represented 94 per cent of all eligible voters.

The vote followed a decision by the Nova Scotia Labour Relations Board in

mid-April, which ruled that faculty could bargain collectively under the Nova Scotia Trade Union Act, and ordered an election at St. Mary's to choose the bargaining agent.

In March of 1974, two applications for certification of university faculty and librarians were filed by CUPE and the St. Mary's Faculty Union (SMUFU) respectively. SMUFU is an affiliate of the CAUT. The hearings on the applications were held April 8 and 9.

The Labour Board received notice of a reply from the University as well as several interventions. Both CUPE and SMUFU intervened on each other's application. The St. Mary's representative Council intervened against both applicants; an individual faculty member did likewise. A further intervention by a faculty member against CUPE argued that the constitution of that union offers a considerable threat to academic freedom.

Throughout the struggle at St. Mary's, the CAUT provided strong support for its affiliate. Its President, Executive Secretary and prominent members of the CAUT Collective Bargaining Committee, including its chairman appeared personally in Halifax. Two seminar sessions on the subject of collective bargaining were held, at one of which Mr. Paul Siren General Secretary of the Association of Canadian Radio and Television Artists spoke.

The CAUT lawyers in Halifax were briefed from the CAUT Halifax Office and pertinent documentation from St. Mary's and supporting material from Canadian universities and elsewhere have been provided by the CAUT central office.

University of Manitoba Faculty Association Ruled as Certified Bargaining Agents for U of M Faculty

by Israel Cinman

After more than a year of protracted and delicate negotiations and hearings, the Manitoba Labour Relations Board has granted the University of Manitoba Faculty Association the right to certify as a collective bargaining agent for that University's faculty. The decision, handed down April 11, will have far reaching effects on other campuses across Canada where faculty associations are in the process of forming collective bargaining units.

The bargaining unit at Manitoba, as described by the Labour Relations Board, will "include all full time academic staff employed by the university of Manitoba, including professional librarians excluding deans, those above the rank of dean, sessional appointments, school directors, all geographical full time professors and heads of the faculty of medicine and those excluded by the Act."

A representation vote will be conducted in certain professional faculties to ascertain whether or not a majority of those eligible desire to be included. UMFA has formally requested the Labour Relations Board to reconsider this decision.

The bargaining unit will be affiliated to the CAUT. The CAUT has been involved in the certification struggle at Manitoba through the activities of Professor Roland Penner who was the associate council for the Manitoba Faculty Association and who is a member of the CAUT Committee on Collective Bargaining. The CAUT also took on the financial responsibilities incurred by the lengthy legal process prior to the Board's decision and in the certification vote which UMFA carried by 57 per cent last December.

In a statement released April 15, Professor Nora Losey, President of the

Manitoba Faculty Association, said that the Board's decision will be read carefully all across Canada.

She said that the Faculty Association is pleased that the heads of departments are included, but was sorry that the deans have been excluded. "Most deans teach and most deans feel their main responsibilities are to their faculties rather than to administration. So we feel that they are supervisors rather than managers, and hence should be in the bargaining unit," she said.

She said that the Association is disappointed that some of the members of the professional schools and faculties were not included. "We are all teachers and scholars and are hired as professors rather than practitioners of our various trades. We hope that many, if not all, of these groups will vote for inclusion," she added.

News in brief...

by Israel Cinman

CAUT Position on Federal Support of Universities and Colleges Amended

At a recent meeting of the CAUT Board of Directors, the members passed amendments to the CAUT Brief on Federal Support of Universities and Colleges. The amended sections ask the government to recognize that it does not take into consideration the effects of inflation on the value of the federal research grants, as well as the loss in the net value

of research fellowships brought about by changes in the income tax legislation.

The amendments also rejected the argument put forward by the Council of Ministers in which it was proposed that provinces can exercise powers to veto major federal research programs in certain areas. The amendments agree that there is ample necessity for consultation, but see provincial power to veto resulting in possible channelling of federal research support away from universities and into federal research institutions.

University Enrollment Rises

According to an article published in the *Financial Post*, latest Statistics Canada

figures show an increase in enrollment in Canadian Universities. The article states that the most interesting aspect of the increase occurred out west where there was a significant decrease in enrollment last year. This year, however, the western provinces have actually increased enrollment by 2% to 59,300, while B.C.'s alone has risen 3.5% to 28,500. A Statistics Canada official quoted in the article, said that it looks as though the "1972-73 decline may well have been an isolated occurrence rather than the beginning of a long-term trend."

Elsewhere, says the article, the increase breaks down this way: in the Atlantic provinces, last year's decline of 2.5% to 35,212 full time students has been replaced by a 2% increase to 35,900. Quebec, which enjoyed a 4.1% increase to 65,427 last year, has experienced a further 2.5% increase this year to 67,000. And in Ontario, a 0.4% increase to 135,025 in 1972-73 has become a 1.5% increase this year, bringing the total up to 137,000.

Government Provides Funds

A symposium to examine the extent to which universities reflect the feminist movement has received a \$4,000 grant from the department responsible for the status of women. The symposium which is organized by Professor Wendy Potter of University of Toronto will be held in Toronto this fall. Position papers presented at the symposium will be published by the CAUT as part of its monograph series. The proposed title of the monograph is "The Cracked Lens: University Reaction to Feminism."

Pauline Jewett Appointed President of Simon Fraser

Professor Pauline Jewett of Carleton University's Political Science Department has been appointed President of Simon Fraser University. Professor Jewett was approached by the SFU search committee in December and said then that she will accept the offer if the administration will restore certain procedures which, when lifted by the administration in 1971, forced the CAUT to impose censure. Professor Jewett is expected to take up her new post September 1. Before her newest appointment, Professor Jewett was Liberal MP for the Ontario riding of Northumberland from 1963 to 1965, and ran unsuccessfully as an NDP candidate in Ottawa West in the 1972 federal election.

AF & T Case Close to Settlement

The case of Professor Robert H. McCarthy took a dramatic turn last month when, at a special meeting of the Board of Governors of Acadia University, it was decided to accept recommendations from the Faculty Association and student representatives to establish an independent hearing committee to review the circumstances surrounding the non-renewal of his contract.

Professor McCarthy, who teaches music, did not have his contract renewed and was not provided with written reasons for this decision. The Board of Governors has also turned down the Faculty

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CUPE attacks CAUT

On March 29, approximately one week after the *Ottawa Citizen* published reports on the CAUT Board meeting held in Ottawa March 22 and 23, which explained in detail the proposed changes in the structure of the CAUT motivated by the increased interest shown by the local associations in collective bargaining, it printed a letter from the Canadian Union of Public Employees which attacked the CAUT for its intentions to engage in certification.

The writer, executive assistant to the president of CUPE, stated in his letter that statements contained in the CAUT Executive Report on Restructure of the Association "gave a completely distorted view of CUPE," and proceeded to attempt to set the record straight.

The author, Allan Millard, said that CAUT claims that CUPE has courts to try members who oppose the national executive are not true. Yet the CUPE constitution provides for just that arrangement within the union. If you offend the power that be in CUPE, you can be brought to trial within CUPE (not in the regular courts of the land). There are provisions for representation, but eventually, according to the author, the final appeal is to the national executive of CUPE. CAUT knows from experience what appeals within the system rather than third-party arbitration means — the criteria will be power and not justice.

Evidently the writer did not wish to provide examples where such powers were used, namely the strike at Ontario Hydro and its aftermath where CUPE tried to use its internal court procedures to go after those members who did not want to go on strike.

The writer also accused the CAUT of grossly misrepresenting CUPE positions on trusteeship of locals. He said that trusteeship can only be imposed to protect the interests of local membership. But it is not the local membership which decides, it is the national executive.

Again, from experience, the CAUT knows that this type of autocratic paternalism is always done "in the best interests" of the victims. The CAUT is a federation of locals, each of whom has the widest possible autonomy. The CAUT locals can draft their own constitutions. They can, and often do, oppose the views of the national executive. The CAUT has no trusteeship provisions. If local officers break the law of the land, they should be prosecuted in the courts. Otherwise they should be free to be as difficult and contrary as they wish.

The letter also accused the Executive Report of misrepresenting CUPE's objectives when it said that the CUPE constitution bars "subversives" from membership. The author quotes sections of the CUPE constitution to negate the CAUT charges, but neglects to offer the readers the whole clause which says that the union has as part of its objectives to prevent infiltration by "communists, fascists or other hostile subversive influences" — the latter undefined.

Anyone in this country who wishes can legally be a fascist or a communist or even a subversive influence (provided he does not break the law) but not a member of CUPE. Where CUPE secures a closed shop, what is to prevent CUPE trying to banish people who are subversive influences as defined by CUPE not only from the union, but also from their jobs? CUPE states that it will sign agreements to defend academic freedom. Yet its constitution specifically prevents its members from adopting certain political positions. Apparently academic freedom in a CUPE local means that you are free to do anything except to examine and criticize CUPE. And if a member does so, he "may be reprimanded, fined, removed from office, suspended or expelled."

The CAUT replied to CUPE's charges by submitting the above arguments in a form of a rebuttal in the *Ottawa Citizen's Letters to the Editor* column. I.C.

Association's request for an independent hearing on the matter.

The refusal sparked a boycott of classes organized by the Students' Association as well as the formation of a CAUT Investigating Committee. Faced with mounting pressure and faculty-student solidarity, the Board agreed to an independent hearing committee to review the case.

Artists' and Educators' Consortium May Be Formed in the West

A meeting to discuss developments in educational broadcasting and production was held recently in Vancouver. Delegates representing the CAUT, ACTRA, CUFABC and the B.C. Community College Teachers met to explore the possibility of forming a consortium similar to the Association of Artists and Educators which exists now in Ontario. The consortium would be responsible for protecting the collective interests of each association's membership in representations to a centralized government authority.

Double Standard

The University of Manitoba Senate, at its recent meeting, approved a recommendation regarding professor-course evaluation (*inter alia* "That the Senate recommend that the University commit reasonable funds through the central administration in support of professor-course evaluation"); at the same session, the Senate defeated a motion that the Senate establish an ad hoc committee to assess current procedures for evaluation of academic administrators.

Post Secondary Grants Rise 11%

According to the Ontario Ministry of Colleges and Universities there was an increase of nearly 11% to about \$700 million in operating grants for post-secondary institutions for the 1974-75 academic year.

The Ministry said that the basic income unit (BIU) used to calculate grants based on enrollment will be increased to \$1,955 from \$1,825. In addition, supplementary grants totalling \$6,155,000 will be shared by Brock, Carleton, Lakehead, Laurentian, Trent and York Universities.

Budgetary Stringency?

The *Globe and Mail* recently printed the following gems from the public accounts of Ontario:

■ The Legislative Select Committee on Land Drainage spent an astounding \$200,000 while investigating drainage problems not only in Ontario, but also West Palm Beach, Fla., Saginaw, Mich., Quebec City, Halifax and St. John's, Nfld. It produced one 13 page interim report.

■ The Committee's Chairman, Lorne Henderson (PC Lambton) received \$5,160 in payments and \$7,295 in expense money in addition to his MPP's salary and expense allowance.

■ About 2,400 Ontario civil servants made more than \$20,000 last year. Of these, 290 made \$30,000 to \$40,000, 40 made \$40,000 to \$50,000 and four (three in the Health Ministry) made \$50,000 to \$60,000.

■ The Ministry of Education had a notable proportion of generals to troops. Those making more than \$20,000 — fully 520 of them — took \$12.6 million of the Ministry's total bill of \$32.8 million for salaries and wages.

■ Travel expenses of the Ministries totalled more than \$26 million for the year.

You can buy a lot of assistant professors for \$200,000 worth of drainage investigation.

U of T Faculty Association Demands Free Discussion Safeguards

Sparked by the recent events at the University of Toronto, where Professor Edward Banfield, an urbanologist, was invited to address a group of students and professors and was physically prevented from delivering his speech by the University of Toronto chapter of the Students for Democratic Society, the University of Toronto Faculty Association unanimously passed a resolution condemning the actions of the university administration preceding and after the disrupted meeting.

The resolution charges the university administration and President John Evans with failure, despite advanced warning, to use their authority to secure Professor Banfield's right to speak. It demands that the president go on record in stating that the university will uphold the right of free discussion in orderly assembly of any academic question on the University of Toronto campus. It asks that the president use all his lawful authority in the future to secure such free discussion and that he "make public the progression of steps his office will use to secure such free discussion, including the issuance of preliminary warning of lawful orders to disperse or to cease molestation, of identification and prosecution under the disciplinary authority (of the university) of those who disobey such lawful orders, and of use of civil authority if necessary."

Mathematicians Condemn Chilean Junta

The Council of the American Mathematical Society unanimously adopted the following resolution at its recent meeting: "We are deeply concerned by the plight of the Chilean universities, professors and students. We are concerned that the rectors have been dismissed, the military have taken over direct control of the universities, and many professors and students expelled and arrested. We urge the Chilean government to rescind these acts. We urge that everything possible be done to help refugees from Chile."

Women academics meet at Acadia

Women academics representing ten Atlantic universities met in February to discuss and co-ordinate policy relating to the problems encountered by women in universities, particularly in the four eastern provinces.

The ten academics, Sharon Bachinski (University of New Brunswick), Roberta Buchanan (Memorial University), Jean Elliott (Dalhousie University), Loretta Toews (Acadia University), Allayne Murphy (Mt. St. Vincent University), Linda Ruffman (St. Mary's University), Claudette Maillet (Université de Moncton), Jean McFarland (St. Thomas University), Sr. Isabel MacDarqie (St. Francis Xavier University), and Jean MacKay (University of Prince Edward Island) met at Acadia University on February 16. The CAUT was represented by Professor Margaret Andersen, head of the CAUT Committee on the Status of Women Academics, and Professor Donald Savage, the CAUT Executive Secretary. The delegates are all corresponding members of the CAUT's Committee concerned with women's rights in universities.

The discussion centred on subjects ranging from equal pay for women faculty members to courses concerning women's experience and included consideration of equal treatment in fringe benefits, maternity leave, rights of part-time faculty, examination of nepotism regulations and day care centres.

The delegates also discussed the use of human rights legislation to safeguard the rights of women in the universities as well as the proposed changes in the human rights legislation in Prince Edward Island introduced by the government advisory committee on the Status of Women, headed by Jane Canfield.

In looking ahead, the delegates agreed, among other things, to encourage women to run for office in local associations and within the university structure; accept nominations for seats on CAUT Committees and thoroughly investigate hiring policies of universities. They also agreed to take action on certain campuses to investigate particular kinds of discrimination.

The meeting was organized by the Canadian Association of University Teachers which has long been concerned with the status of women faculty members in Canadian universities, and which has pressed for the immediate adoption of the recommendations concerning education of the Royal Commission on the Status of Women, the Association has also developed guidelines on equal pay and other matters of concern. The CAUT expects that further regional meetings of corresponding members will take place in the next academic year. I.C.

University of British Columbia Faculty votes overwhelmingly for certification

by Israel Cinman

Amendments to the constitution which will enable the University of British Columbia Faculty Association to seek certification on behalf of the UBC faculty were voted on and passed by an overwhelming majority at the Faculty Association meeting April 5.

The meeting, which according to observers was the most heavily attended in recent history, saw 374 people vote in favour of the major amendment, while 154 people vetoed the proposed changes. This was a majority of 71 per cent of those casting ballots. Subsequent amendments passed by a considerably larger margin.

The assembly was called to consider changes in the Faculty Association constitution which when passed, would allow the Association to approach the British Columbia Labour Relations Board. The Association will now request members to sign cards to indicate their support for the new constitution and to authorize the Association to act on their behalf. The brief and vigorous debate centred on the amendments to the objectives of the Association to allow it to become a collective bargaining agent for all faculty.

In supporting the amendments, the Association redefined its criteria for membership. Active membership is reserved for full-time members of the faculty, professional librarians, computer programmers, staff engaged in continuing education programs and others decided by membership. The president, the Bursar and the Dean will enjoy associate membership in the Association, thus meeting the Labour Relations Board requirements. However, administrators, from the Deans up are employers, and would not belong to the bargaining unit.

The chief spokesman against the motion was Professor Robert Clarke from the department of economics. According to observers, the major arguments against the motion were that it would introduce an adversary type of relationship between administrators and faculty and that it would eliminate the flexibility that faculty has in their relations with the administration.

The Faculty Association is expected to approach the Labour Relations Board within one month. It will use the services of a CAUT field representative who will be on the campus to help organize the card signing campaign.

The latest development at the university comes after a general meeting of the Faculty Association held in February when those in attendance voted in force to seek certification. Prior to the February 14 meeting, the Association has represented the faculty regarding salaries, fringe benefits and working conditions. It never engaged in collective bargaining.

Professor Ian Ross, President of the Faculty Association said following the February meeting that there were several reasons for university professors turning to collective bargaining. One is the B.C. budget proposals which forecast an increase of only \$10 million to the universities' current operating allocations of \$100 million. With the university budgets already committed to the next fiscal year, there is very little chance for any improvement in professors' salaries.

"52 per cent of our members are earning less than the average Vancouver school teacher," Professor Ross said. "We are falling behind inflation. If things do not improve, we are going to lose good people."

However, the move towards unioniza-

tion is not based on financial considerations alone. Professor Ross feels that faculty collective bargaining is inevitable because of the pressures on the faculty from students, the administration and the government. "To preserve our values, academic freedom and our interests, we had better organize and not be on the receiving end of some unilateral decisions," he said.

Under the B.C. Labour Code a minimum 35 per cent of membership is required prior to a bid for certification, and it is expected that the card signing will net well above the required number of members. "We will also follow the CAUT guidelines in making known to the membership what is involved in the first collective agreement," added Professor Ross.

Professor Ross thinks that this is a propitious time for the faculty to seek certification. The Faculty Association and the Board of Governors are on very good terms. "Some members of the Board have expressed themselves as seeing unionization of faculty as inevitable, even desirable, and we feel that they would be quite ready to talk with us," he said. "And," he added, "the Board of Governors will have new people added to it by the NDP government, and there is a very good possibility that they would be quite well disposed and well versed in the collective bargaining situation."

As a footnote to these developments, B.C. Premier David Barrett appeared to be sympathetic to the UBC Faculty Association's move. Speaking on an open line radio program in Victoria, Barrett said his government thinks it a good thing if university staffs and faculties organize into unions for negotiating purposes.

CAUT suggests changes to B.C. Universities Act

by Israel Cinman

The Canadian Association of University Teachers has submitted the first part of a brief to the government of British Columbia's Committee on University Governance which, if acted upon by the B.C. government, would affect university practice across Canada. The second part, dealing with structure and membership on Senates and Boards of Governors will be published in the next issue of the *Bulletin*.

The B.C. Committee was charged with studying the relationship between the province's universities and the provincial government, and with making recommendations on changes in the Universities Act, the provincial legislation which outlines the basic structure and government of public universities in B.C.

The CAUT brief, presented to the Committee on March 8 by Professor Richard Spencer, Vice-President of the CAUT, dealt with the merits of establishing intermediary bodies between universities and governments such as grants commissions, and the question of the definition of terms and conditions of employment for university professors within the Universities Act.

In presenting the CAUT document to the Committee, Professor Spencer said that the CAUT was in total agreement with the Committee's suggestion of establishing an intermediary body. However, he stressed that such a body be established through legislation, and that it should enjoy independence from the government.

The CAUT paper criticized the Committee's view that all members of the proposed Commission should be appointed by the government and stressed that the Commission should be composed equally by representatives from the government and the universities. At least one third of

those from the university community should represent the faculty, Professor Spencer said. The CAUT brief also stressed that the Commission should have a full-time chairman, who should be an academic.

The CAUT report emphasized that the workings of the intermediary body should be open to the public scrutiny. "Another far-too-usual aspect of the advisory function of commissions is secrecy . . . Perhaps the most serious implication of advice given in secret is that it may simply be ignored, and the body giving it will have little influence," the report said. It also called for the meetings of the Commission to be held in public, with the minutes circulated to university presidents, president of the faculty associations and CUFABC, and to student organizations.

In endorsing the general outline of the Commission's functions, Professor Spencer said that universities realize that there must be responsible supervision of their affairs by governments. However, he stressed that independence of universities from government interference must be preserved. The Commission should have the power to allocate block budgets which may be subdivided into an operating budget and a capital budget by the universities; it should have the power to approve new graduate programs, new facilities and new institutions; but it should not have the authority to dissolve the existing programs by fiat, he said.

The CAUT document stressed the desirability of not having university presidents or government officials appointed to the Commission. University presidents are administrators and thus cannot speak for the university community, which includes faculty and students, it said. By not being members of the Committee, university presidents can be free to put

the case of their universities as vigorously as possible, the brief said.

The CAUT brief also expressed hope that the Commission will have its own budget, separate from the Department of Education; that the Commission be specifically required to consult with the universities annually; and that the Commission provide for a public review of its workings by solicited briefs and hearings every five years.

Some committee members expressed concern with the brief's suggestion that the Commission hold its meetings in public. They felt that the government would not be enthusiastic about learning of the substance of the Commission's recommendations through the media, before these recommendations were officially presented to the government.

The members suggested that an Australian model can be utilized or at least explored. There the Commission on Higher Education publishes its findings as a public report to the government. According to the Committee, this would be a more acceptable way of presenting the public with the facts, rather than through a discussion meeting.

In replying to the Committee's charges that under the CAUT model the financial information would be made public before the government has made a thorough study of such recommendations, Professor Spencer said there is a tendency to see the Commission as worrying about the budget and not too much else.

He said that the CAUT position is that there is a role for the Commission that far exceeds its fiscal responsibilities. "There are decisions to be made about the aims and the functions of the university. And this is the body to make them . . ." he said. "In our opinion, we should start out with the basic principle that all meetings will be open. If you then have to depart from that, then I think that each departure should be a conscious decision," he added.

The CAUT presentation to the Committee also addressed itself to the problem of the definition of terms and conditions of employment for university professors. The CAUT views the new Universities Act as legislation which should empower faculty associations and boards

Cont'd. next page

UNIVERSITIES UNDER C.A.U.T. CENSURE

The following university administrations have been censured by the Council of the Canadian Association of University teachers:

Mount Allison University (November 1970)
Simon Fraser University (May 1971)

(Under the third stage of censure imposed on these two universities, the C.A.U.T. warns its members not to accept employment with the censured university. Page 69, C.A.U.T. Handbook.)

Also censured are:

Université du Québec à Montréal (November 1970)
University of Victoria (May 1971)
University of Ottawa (May 1972)

B.C. to hold the line on education expenditures

The government of British Columbia has sent a message to that province's universities.

Judging from the figures earmarked for post secondary education, and from the 10 per cent increase over the current fiscal year's \$100 million operating grant to the three publicly supported universities, the government intends to hold the line on university financing unless the universities can come up with the kind of programs the government wants to see introduced into the curriculum.

Members of the academic community have described the budget allocations as inadequate in meeting the needs of higher education, and refer to the \$10 million increase to be shared among the University of British Columbia, University of

Victoria and Simon Fraser University as unacceptable.

However, presidents of the University of BC, University of Victoria and Simon Fraser University recently met with the Minister of Education Eileen Dailly, and asked for an extra \$4.8 million. The money will be used to keep up with inflation, but the final figure to be awarded was not disclosed by the minister.

Faculty members in the province are particularly disappointed with the government grant. University budgets have already been committed for the next fiscal year, and the money from Victoria affords very little hope for significant improvements in professors' salaries. There are reports that 52 per cent of the faculty members at the University of British Columbia are earning less than the average Vancouver school teacher. According to Professor Ian Ross, president of the UBC Faculty Association, university teachers in the last few years have been falling behind inflation and there exists a strong possibility that the profession may lose a number of good people if the economic picture does not brighten.

Professor John Hutchinson of Simon Fraser University and the president of the Confederation of University Faculty Associations of British Columbia (CUFABC) agrees with Professor Ross. The government grant falls far short of providing sufficient funds for salary increases. The faculty were expecting a 14 per cent increase, but are now faced with a 10 per cent increase, he said.

University officials at both the University of Victoria and the University of British Columbia were equally critical of the government and its attitude towards universities. At the University of Victoria the small increase in the grant was seen as jeopardizing academic standards, while at UBC officials were apprehensive about the possibility of continuing part-time courses for adult students.

Premier Barrett in commenting on the budget said that the allocation of funds reflects the government's change of priorities. However, he emphasized that more funds will be made available to uni-

versities if "innovative" programs were introduced. He cited a quarter system, similar to the kind used by American universities, which would utilize university facilities fully. He also said that the government would look favourably on any programs that would "reach out to the community."

But according to Professor Ross, this is not the way that the universities should be run. University presidents should not go directly to the government in terms of program needs. "There should be some kind of buffer body to look at the university needs," he said. He referred to a recommendation made jointly by the CAUT and CUFABC to the BC Committee on University Governance which supports the idea of an intermediary body between the universities and the government. The CAUT and CUFABC view this body as being established by statute and not be advisory in nature, and that it should have the power to allocate block budgets to universities.

"The interests of the province are not really served by short-term decisions about 'trendy' programs," Professor Ross said in reference to Mr. Barrett's statement about the availability of funds for innovative programs.

Predictably, the budget speech received a thorough examination in the House, and the majority of speakers from the opposition benches laced into the government and its handling of the education apportionments.

D. A. Anderson echoed professors' misgivings. He said that the government can not continue to provide inadequate salaries to university professors. If this is done, "they will go to other jobs" — research jobs in federal or provincial institutions. They will go outside the country; they will go to other universities," he said.

"It is pretty clear that if you set up a system where these people are paid in British Columbia substantially less than elsewhere . . . you are not going to get them to stay, and they are not going to be doing a good job if they do stay. Let's face it, inflation has taken place . . . and there is no way that we can force a certain group, such as the university professors, to bear the brunt," he said. I.C.

B.C. Act,

Cont'd. from p. 7

of governors to negotiate the terms and conditions of employment of faculty in the public universities. However, it stressed that certain matters, such as dismissal for cause, are of such serious nature that they should be resolved through arbitration and that this right should be guaranteed in the new Universities Act.

To this end, the brief suggested that the present Act should be amended, and should contain provisions for binding arbitration; no undue delay in reviewing of the case; assurances that the plaintiff will receive a properly written set of reasons; and that the decision of the arbitration committee be binding on both parties.

UNIVERSITES FRAPPEES DE CENSURE PAR L'ACPU

Le Conseil de l'Association canadienne des professeurs d'université a frappé de censure les administrations des universités suivantes:

Université Mount Allison (novembre 1970)*

Université Simon Fraser (mai 1971)*

* (A la troisième étape de la censure prononcée contre ces universités, l'ACPU avertit ses membres de ne pas accepter d'emplois auprès d'elles. Voir la page 71 du Guide de l'ACPU.)

Sont également frappées de censure les universités suivantes:

Université du Québec à Montréal (novembre 1970)

Université de Victoria (mai 1971)

Université d'Ottawa (mai 1972)

YOUR TAXES VOS IMPOTS

Taxation of lump sum payments under the provisions of the old and the new Income Tax Acts.

The old Act provided taxpayers with the right to pay income tax on the receipt of certain single payments at the average rate of their previous three years rather than have them added to income in the year of receipt. This privilege was of interest chiefly to taxpayers receiving payments out of pension plans and retirement bonuses. This three year averaging option was preserved in the new Act but only for amounts received before 1974. (ITAR 40)

The old Act had a somewhat similar arrangement under which authors could distribute the proceeds of the sale of a literary, dramatic, musical or artistic work over a two or three year period. Again, this privilege was preserved in the new Act with respect to such amounts received before 1974. (ITAR 43)

The right to spread unusual receipts of income over a number of taxation years has been provided in the new Act by permitting a taxpayer to purchase an income-averaging annuity contract and deduct the cost from taxable income in the year of purchase. Proceeds from the annuity will be taxed as received. (Section 61)

The types of unusual income which may be averaged include the following: lump sum payments out of a pension plan, or registered retirement savings plan, on retirement, for loss of office or as death benefits; also included are recaptured depreciation, taxable gains

less losses, income from a literary, dramatic, musical or artistic work, income from activities as an athlete, musician or entertainer and various other amounts of unusual income. (Information Circular No. 72-21)

The new Act also contains a general averaging formula which will be automatically applied by computer operation at the time of filing when ever a taxpayer's income for a year exceeds 110% of the previous year and is more than 120% of the average of the four immediately preceding years. (Section 118) This formula is being gradually introduced under transitional rules. (ITAR 39)

L'imposition des paiements forfaitaires selon les dispositions de l'ancienne et de la nouvelle Loi de l'impôt sur le revenu.

L'ancienne loi donnait au payeur de taxe le droit de payer l'impôt sur certains paiements au taux moyen des trois années précédentes plutôt que de lui demander d'ajouter ce montant particulier au revenu de l'année de réception. Ce privilège avait son intérêt surtout pour les payeurs de taxe qui recevaient des paiements de leur régime de pension et de leur boni de retraite. Ce choix de l'ajustement sur trois ans a été conservé dans la nouvelle loi, mais seulement pour les montants reçus avant 1974. (Règle d'application no 40).

L'ancienne loi avait un arrangement semblable qui permettait aux auteurs de répartir le produit de la vente d'une

oeuvre littéraire, dramatique, musicale ou artistique, sur une période de deux ou trois ans. Encore une fois, ce privilège a été conservé dans la nouvelle loi pour les montants reçus avant 1974 (Règle no 43).

On a prévu dans la nouvelle loi, le droit de répartir un montant inusité du revenu sur un certain nombre d'années en permettant au payeur de taxe d'acheter un contrat de vente à versements invariables et d'en déduire le coût. Les bénéfices de la vente seront imposés au moment de leur réception (Article 61). Les sortes de revenu inusité qu'on peut ainsi ajusté incluent:

Les paiements forfaitaires reçus d'un régime de pension ou d'épargne-retraite enregistré, lors de la retraite, lors de la perte d'une charge ou à titre de prestations consécutives au décès; on inclut aussi le revenu provenant de la récupération de déductions pour amortissement, les gains imposables moins les pertes, le revenu provenant d'une oeuvre littéraire, dramatique, musicale ou autres ligne, le revenu provenant des activités d'un particulier à titre d'athlète, de musicien ou de professionnel du spectacle; on inclut aussi divers autres montants inusités (Circulaire d'Information no 72-21).

La nouvelle loi contient aussi une formule d'établissement de la moyenne générale qui sera automatiquement appliquée par la calculatrice toutes les fois où le revenu d'un payeur de taxe excède de 110% celui de l'année précédente et excède de 120% la moyenne des quatre années précédentes (Article 118). On

introduit graduellement cette formule avec des règles de transition (Règle no 39).

Non-taxable expense allowances for sabbaticants

The Director, Technical Interpretations Division of Revenue Canada, Taxation, has confirmed that universities may make research grants to sabbaticants as provided in paragraph 56 (1) (o) of the Income Tax Act under the following conditions:

- (a) the research project must be authorized and approved by the granting university, and
- (b) where the grantee is an employee of the grantor and is retained on part salary, the part salary will be included in the recipient's income under subsection 5 (1) and any amount received as a research grant (net of allowable expenses) will be included in income under paragraph 56 (1) (o). (see Interpretation Bulletin IT-75, paragraph 8), and
- (c) research grants may only be financed from funds budgeted by the grantor for research and not from salary budgets, and
- (d) no pension plan contributions or other fringe benefits related to salary will be applicable to research grants.

A sabbaticant receiving a research grant under the conditions described above will not be required to pay income taxes on the portion of the grant used to defray expenses incurred in carrying out his research as provided in paragraph 56 (1) (o).

Subparagraph 56 (1) (o) (i) excludes personal or living expenses except travelling expenses. The director has expressed the following opinion regarding allowable travel expenses:

"In our view, a university professor who receives a research grant to go on sabbatical leave may claim only his own expenses of travelling between his home in Canada and the place at which he temporarily resides while engaged in the research work. He would also be entitled to claim his expenses of travelling from

one temporary location to another, and of field trips in connection with his work.

"He would not be permitted to claim the travelling expenses of his wife and children, nor the costs of meals and lodging for himself and his family while sojourning in a particular place."

University teachers should take note that the above opinion pertains only to travelling expenses. Paragraph 56 (1) (o) allows the deduction of *all* expenses incurred in the year for the purpose of carrying on the research and is not limited to travelling expenses.

Any teacher contemplating a sabbatical leave should negotiate an arrangement with his university whereby he will receive a portion of his sabbatical allowance in the form of a research grant sufficient to cover his deductible expenses. The remainder of his allowance will be paid to him in the form of taxable sabbatical salary which will be eligible for fringe benefits such as pension plan contributions.

Allocations des dépenses non imposables pour les professeurs en congé sabbatique

Le directeur, Division de l'interprétation technique au ministre fédéral du revenu, nous a confirmés que les universités peuvent attribuer des subventions de recherche aux professeurs qui prennent en congé sabbatique, tel que prévu à l'alinéa 56 (1) (o) de la Loi de l'impôt sur le revenu, pourvu que les conditions suivantes soient remplies:

- (a) l'université donatrice doit autoriser et approuver le projet de recherche, et
- (b) quand le donataire est un employé de ce donateur et qu'on retient ses services en lui donnant un salaire partiel, ce salaire partiel sera inclus dans le revenu du donataire selon le paragraphe 5 (1), et tout montant reçu comme subvention de recherche (moins les dépenses admises) sera inclus dans le revenu selon l'alinéa 56 (1) (o). (voir le Bulletin d'interprétation IT-75, alinéa 8), et
- (c) les subventions de recherche ne peuvent être financées qu'à même des fonds prévus pour la recherche par

le donateur, et non à même le budget salarial, et

- (d) aucune contribution à un régime de pension ou à d'autres bénéfices sociaux reliés au salaire ne sera applicable aux subventions de recherche.

On n'exigera pas de professeur en congé sabbatique, qui reçoit une subvention de recherche conforme aux conditions ci-énumérées, de payer un impôt sur la partie de la subvention utilisée en vue de défrayer les dépenses encourues dans le but de poursuivre sa recherche, tel que prévu à l'alinéa 56 (1) (o).

Le sous-alinéa 56 (1) (o) (i) exclut les dépenses personnelles sauf celles des voyages. Le directeur a formulé l'opinion suivante à propos des dépenses de voyage admissibles.

"A notre avis, un professeur d'université qui reçoit une subvention de recherche pour aller en congé sabbatique ne peut faire valoir que ses propres dépenses de voyage entre sa demeure au Canada et le bien où il réside temporairement pendant ses recherches. Il pourrait aussi faire valoir ses dépenses de voyage d'un lieu temporaire à une autre, et les dépenses des voyages reliés à son travail.

"Il ne pourrait faire valoir les dépenses de voyage de son épouse et de ses enfants, ni les coûts de repas et du logement pour lui-même et sa famille pendant son séjour dans un endroit particulier."

Les professeurs d'université devraient noter que cette opinion ne s'applique qu'aux dépenses de voyage. L'alinéa 56 (1) (o) admet la déduction de toutes les dépenses encourues dans l'année dans le but de poursuivre la recherche et n'est pas limité aux dépenses de voyage.

Un professeur qui prévoit un congé sabbatique devrait négocier avec son université un avancement tel qu'il recevrait une partie de son allocation sous la forme d'une subvention de recherche suffisante à couvrir ses dépenses déductibles. Le reste de son allocation devrait lui être remis sous forme d'un salaire imposable qui sera éligible pour les bénéfices sociaux comme, par exemple, les contributions à la régime de pension.

Vacancies

Postes vacants

AVAILABILITIES

SOCIOLOGIE. *Curriculum vitae* Age, 26 ans. Licence et maîtrise en sciences de l'éducation, licence en sociologie; élève diplômé de l'Ecole pratique de hautes études, VIe section: Sciences économiques et sociales. Préparation actuellement d'un doctorat en sociologie; plusieurs recherches publiées ou en cours de publication; nombreux articles dans la press régionale. Invité permanent à Radio-France Inter Côte Basque, 1972-73. Enseignant de sociologie à l'Institut des hautes études de droit rural et d'économie agricole, Paris — été 1973. Professeur de sociologie à l'Université Basque d'été de St. Jean de Luz. Lieu souhaité: Université de Montréal, poste d'assistant, Case 92.

ADMINISTRATION

UNIVERSITY OF GUELPH. Department of Arboretum. Requires a Curator, with duties to begin May 1, 1974, or as soon thereafter as the position can be filled. The applicant should be well qualified in Plant Taxonomy, preferably with advanced degrees and interests in woody plants. Training and/or experience in environmental horticulture will be advantageous. Duties will involve control of nomenclature of taxa in propagation beds, nursery and field collections; oversight of herbarium collection from its inception, as well as of bibliographical reference material; a general relationship to propagation and management operations; probably direct responsibility for development of certain collections; and supervisory responsibilities in the absence of the Director. Salary will relate to qualifications and experience and is negotiable. Apply, with *curriculum vitae* and references, to Director, University of Guelph Arboretum, University of Guelph, Guelph, Ont. N1G 2W1.

UNIVERSITY OF MANITOBA. Dean of Students. This is a senior executive position (reporting directly to the president) which entails (a) responsibility for liaison between the university administration and students, and (b) coordination of student services. Candidates should (a) be knowledgeable both in student services and in the broad aspects of higher education, (b) have demonstrated competence in relating to students and be regarded by them as both fair and easily approachable, and (c) be philosophically committed to intervention on behalf of students. Salary commensurate with qualifications and experience. Term of appointment from three to five years, renewable. It is hoped to make the appointment at an early date. Nominations or applications (which should include a *curriculum*

vitae, date of availability, the names of three references, and a statement of the candidate's views on the role of a dean of students in a modern university) should be sent as soon as possible to Dr. R. A. Lebrun, Chairman, Selection Committee for Dean of Students, Room 202, Administration Building, University of Manitoba, Winnipeg, Man. R3T 2N2.

UNIVERSITY OF SASKATCHEWAN-REGINA CAMPUS. Co-ordinator of Program Development. Qualifications: a doctorate, but not necessary. The applicant should be familiar with the design and development of teacher education programs. The co-ordinator of Program Development supervises the design and implementation of teacher education programs within the Faculty of Education. The duties include the advising of committees, the coordination of program innovations and the development of new concepts in teacher education. The incumbent performs the key role in the ongoing development of program offerings within the Faculty of Education. Salary and rank negotiable according to qualifications and experience. Applications to be sent to Dean W. N. Toombs, Faculty of Education, University of Saskatchewan Regina Campus, Sask. Effective date of appointment: July 1, 1974. Closing date for receipt of applications: April 30, 1974.

UNIVERSITY OF WINNIPEG. Director of Continuing Education. The successful candidate for this position should have at least a master's degree and administrative experience. Duties involve the development, coordination and administration of a variety of university courses and programs outside the regular day program of the university. The development and expansion of non-credit university level programs and the direction of both credit and non-credit courses in communities outside Winnipeg are also part of the responsibilities of this job. The appointment commences July 1, 1974. Apply to Dr. J. Clarke, Vice-President (Undergraduate), University of Winnipeg, 515 Portage Ave., Winnipeg, Man. R3B 2E9.

UNIVERSITY OF CALGARY. Department of Biology. Applications are invited at the rank of Assistant Professor to be responsible for a course in virology at the senior undergraduate level and to assist in teaching immunology and general cell biology. Minimum salary is \$13,200 to be made available for a two year term (in the first instance). Post becomes available August 1, 1974. Applicants should submit *curriculum vitae* and ask three referees to send letters of reference to Dr. D. Parkinson, Professor and Head, Department of Biology, University of Calgary, Calgary, Alta. T2N 1N4 May 15, 1974.

CARLETON UNIVERSITY. Department of Biology. Carleton University invites applications for the position of Assistant Professor in the Biology Department. This appointment is a one-year term replacement for a sabbatical with primary responsibility for one term of lectures and laboratories in the third-year ecology course and one term of lectures in introductory biology. The appointment will commence on July 1, 1974, and terminate on June 30, 1975. The annual salary, based on a floor of \$12,375, will depend upon previous experience. Applicants must have a Ph.D. degree in an appropriate area of biology. Opportunities exist for the appointee to collaborate in current research in local ecosystems, Arctic ecology, population biology, or biogeography. Applicants may send resumes of their qualifications and experience to Dr. J. M. Neelin, Chairman, Biology Department, Carleton University, Ottawa, Ont. by May 15, 1974.

UNIVERSITY OF NEW BRUNSWICK. Department of Biology. Assistant Professor, doctorate or equivalent in wildlife biology with broad background. Graduate and undergraduate teaching in wildlife biology plus related research. Joint appointment between Department of Biology, Faculty of Science and Faculty of Dentistry. Present floor (under review) \$11,500. Appointment effective July 1, 1974. Deadline for applications May 31, 1974. Apply to Chairman, Search Committee (Wildlife Biology), Faculty of Forestry, University of New Brunswick, Fredericton, N.B.

UNIVERSITY OF WATERLOO. Department of Biology. Applications are invited for the post of: Assistant Professor in biology; primary teaching responsibilities in area of floral morphology taxonomy and evolution. Research interests in flowering plants or bryophytes-biosystematics, chemotaxonomy, phytogeography or palynology. Definite-term appointment, initially two years. Qualifications: Ph.D. Minimum salary \$13,100 per annum. Applications including *curriculum vitae* and names of three referees should be sent to Dr. J. K. Morton, Chairman, Department of Biology, University of Waterloo, Waterloo, Ont. N2L 3G1.

UNIVERSITY OF WINNIPEG. Department of Biology. A one year sessional appointment at the rank of Associate, Assistant Professor or Lecturer is available in the Biology Department. Ph.D. or near is the minimum academic requirement. Duties include teaching parasitology and part of an invertebrates course. Salary is dependent upon qualifications and experience. This appointment begins 1 September 1974. Enquiries should be sent to Professor J. C.

Conroy, Chairman, Department of Biology, University of Winnipeg, 515 Portage Ave., Winnipeg, Man. R3B 2E9.

YORK UNIVERSITY, Department of Biology. has an opening for an ecologist, preferably specializing in behavioural ecology or environmental physiology. The department prefers to appoint an established scientist, but encourages exceptional junior candidates to apply. Salary and rank will be commensurate with qualifications. The position is tenable July 1, 1974, although other arrangements can be made if necessary. Send *curriculum vitae*, reprints and names of three referees to Professor J. D. Friesen, Department of Biology, York University, 4700 Keele St., Downsview, Ont. M3J 1P3.

YORK UNIVERSITY. Plant Ecology. A senior position for a plant ecologist at the rank of Full or Associate Professor is available in the Department of Biology, York University, Toronto, tenable July 1, 1974, although later appointment can be arranged if necessary. Exceptional junior candidates with post-doctoral experience may also be considered. Salary negotiable and commensurate with rank. Send *curriculum vitae*, reprints and names of three referees to Professor J. D. Friesen, Department of Biology, York University, 4700 Keele St., Downsview, Ont. M3J 1P3.

CHEMISTRY

UNIVERSITY OF MANITOBA. Department of Chemistry. A staff position is available for a Ph.D. organic chemist to teach at the undergraduate and graduate levels and to direct the research of M.Sc. and Ph.D. students. Salary and rank are dependent upon qualifications and experience. Applicants should submit *curriculum vitae* and the names of three referees to Dr. R. H. Betts, Head, Department of Chemistry, University of Manitoba, Winnipeg, Man. R3T 2N2.

McMASTER UNIVERSITY. Department of Chemistry. Applications are invited for four postdoctoral positions involving research in (a) high resolution laser saturation spectroscopy, double photon excitation; hyperfine structure of electronically excited states (Dr. G. W. King); (b) new synthetic methods in organic chemistry (Dr. J. Warkentin); (c) hydrogen deuterium exchange studies (Dr. N. H. Werstiuk); and (d) Fourier transform NMR spectroscopy. Candidates must have a Ph.D. or equivalent. Salary will be at the NRC scale. Applicants should submit *curriculum vitae*, and the names of three referees to Dr. D. B. MacLean, Chairman, Department of Chemistry, McMaster University, Hamilton, Ont. L8S 4M1.

UNIVERSITY OF NEW BRUNSWICK. Department of Chemistry. We will make an appointment at the Assistant Professor level, effective July 1, 1974 at the earliest. Ph.D. training in organic chemistry is a prerequisite because undergraduate teaching duties will be in that

area. Candidates with research interests and experience in one or more of the following fields: nucleotide sequencing nucleotide synthesis, mechanism of enzyme action, immunochemistry, biosynthesis. Application, together with a research proposal, to Chairman, Department of Chemistry, University of New Brunswick, Fredericton, N.B. E3B 5A3. Applications will be received until May 30, 1974.

CIVIL ENGINEERING

UNIVERSITY OF ALBERTA. Department of Civil Engineering. Applications are invited for a vacancy in the area of transportation engineering. The successful applicant will be expected to work at both the undergraduate and graduate levels in transportation engineering and to assist at the undergraduate level in other areas of civil engineering. Involvement in research is also expected. The appointment will be made at the level of Assistant or Associate Professor. Appointment date July 1, 1974 or as soon as possible thereafter. Salary from \$13,714 depending on qualifications and experience. Applications, including *curriculum vitae*, transcripts, details of experience, and names of referees, should be submitted to Chairman, Department of Civil Engineering, The University of Alberta, Edmonton, Alta. T6G 2G7.

UNIVERSITY OF CALGARY. Department of Civil Engineering: Numerical Analysis. An Assistant, Associate or Full Professor is required commencing Spring 1974. Responsibilities include undergraduate and graduate instruction and research in numerical methods, statistical methods, stochastic mechanics and operations research. The successful applicant will have at least two years experience beyond a Ph.D. as well as proven research abilities in several of the preceding fields. Applicants should submit *curriculum vitae* and the names of three referees to Dr. M. A. Ward, Head, Department of Civil Engineering, The University of Calgary, Calgary, Alta. T2N 1N4.

COMMERCE

LAURENTIAN UNIVERSITY. Department of Commerce. Seeks to appoint, effective July 1, 1974, a Chairman of the Bachelor of Commerce in Sports Administration program (SPAD). This program is a new inter-disciplinary program designed to prepare graduates for employment in the growing sports leisure industry. Applicants should possess a strong background in both commerce and administration and physical education. The successful candidate will enjoy the challenge of developing a new field of study as well as applying his/her administrative skills. The ability to communicate in both French and English is highly desirable. Inquiries and/or applications, including *curriculum vitae* and names of at least three persons who have agreed to provide references should be submitted to Associate Dean of Professional Schools, Laurentian University, Sudbury, Ont. P3E 2C6.

COMPUTER SCIENCE

SIR GEORGE WILLIAMS UNIVERSITY. Department of Computer Science. Applications are invited for faculty positions at the level of Assistant or Associate Professor. Duties include teaching at the undergraduate and graduate level, and research. One position requires a knowledge of business applications; the other positions require different specialization. Applicants must have the doctorate or equivalent experience. Rank and salary are dependent on experience. Applications, with *curriculum vitae*, should be addressed to Professor H. S. Heaps, Chairman, Department of Computer Science, Sir George Williams University, Montreal, P.Q., H3G 1M8.

DRAMATIC ART

UNIVERSITY OF WINDSOR. School of Dramatic Art. A Director/Acting Instructor is required by the School of Dramatic Art, University of Windsor. The candidate will be required to teach acting, directing with additional courses in history, speech or interpretation. In addition, he will direct major productions. Effective date is September 1974. The candidate must have achieved distinction in both University and professional theatre. He must be a graduate of a recognized university with a Ph.D., M.F.A. or M.A. degree or equivalent. He must have at least five years university experience. Salary is negotiable. Interested applicants please apply, by sending résumé with letter of reference to Director, School of Dramatic Art, University of Windsor, Windsor, Ont. (519) 253-4232 Extension: 145.

UNIVERSITY OF WINDSOR. School of Dramatic Art. A Voice Instructor and Director is required by the School of Dramatic Art, University of Windsor. Effective date is September, 1974. The candidate will be required to teach voice, and singing with additional courses in acting interpretation or theatre history. In addition he will direct major productions. The candidate must have achieved distinction in both university and professional theatre. He must be a graduate of a recognized university with a Ph.D., M.F.A. or M.A. degree or equivalent. He must have at least five years university experience. Salary is negotiable. Interested applicants please apply by sending résumé with letters of reference to Director, School of Dramatic Art, University of Windsor, Windsor, Ont. (519) 253-4232 Ext. 145.

ENGLISH

UNIVERSITY OF TORONTO. Department of English. University College. Applications are invited for at least four one-year lectureships (terminal appointments). Preference for applicants with completed Ph.D. who are specialist in Canadian literature, American literature, and twentieth century English literature. Salary: \$9,500. Apply to Professor John Carroll, Department of English, University College, University of Toronto, Toronto, Ont. M5S 1A1. Closing date for applications June 1, 1974 or until appointments made.

ECONOMICS

UNIVERSITY OF LETHBRIDGE. Department of Economics. Assistant Professor, specialty in micro-economics, regional economics and/or natural resource economics. Ph.D. or near attainment. Salary commensurate with qualifications and experience, minimum \$13,220. Appointment beginning July 1, 1974. Contact B. Bilgin, Chairman, Department of Economics, University of Lethbridge, Lethbridge, Alta.

ST. FRANCIS XAVIER UNIVERSITY — SYDNEY CAMPUS. Department of Economics. Applications are invited for an Assistant Professor. Ph.D. required. Duties will include teaching introductory economics, intermediate economic theory and area of specialization. The salary base for 1973-74 was \$11,300 for an Assistant Professor (increase for 1974-75 now under negotiation). Write Dr. Doris Boyle, Chairman, Department of Economics, St. Francis Xavier University, Sydney Campus, P.O. Box 760, Sydney, N.S., including transcripts, *curriculum vitae*, and names and addresses of three references. Duties begin September 1, 1974. Applications will be received until the position is filled.

SAINT MARY'S UNIVERSITY. Department of Economics. Applications are invited for the position of Chairman of the Department of Economics. Qualifications: Ph.D. required — eligible for rank of associate or full professor. Although responsible for communication, organization and administration within the department, the chairman will remain a scholar for whom teaching and research are also fundamental responsibilities. Salary commensurate with experience and qualifications. Applications should be directed to Dr. D. E. Connelly, Dean of Commerce, Saint Mary's University, Halifax, N.S., B3H 3C3. Closing date is September 1, 1974.

UNIVERSITY OF WINNIPEG. Department of Economics. A one year sessional appointment at the Lecturer or Assistant Professor rank is available. A Ph.D., or near, is required. Duties include undergraduate teaching in labor economics, economic history, and economic principles. Other fields will be considered. This appointment begins 1 September 1974. Enquiries should be sent to Dr. Gordon Blake, Chairman, Department of Economics, University of Winnipeg, 515 Portage Ave., Winnipeg, Man. R3B 2E9.

YORK UNIVERSITY — ATKINSON COLLEGE. Department of Economics One vacancy to be filled for the next two academic years: 1974-75 and 1975-76. Qualifications required: a Ph.D. in economics or completion of Ph.D. by summer 1974 with teaching and/or research experience. Duties: primarily teaching undergraduate evening students. Fields of specialization: public finance, money and banking, and international trade. Applications to be sent to Dr. C. C. Paraskevopoulos, Chairman, Department

of Economics, Atkinson College, York University, 4700 Keele St., Downsview, Ont. M3J 2R7.

EDUCATION

BROCK UNIVERSITY. Department of Education. The College of Education for 1974-75 expects to have a vacancy in the area of development and management of an instructional resource materials centre. The successful candidate will be expected to coordinate faculty requests in designing self-instructional resources related to courses at the undergraduate, pre-service and graduate levels. Additional responsibilities may include instruction in media and communications and/or the supervision of student teaching. A Ph.D. or equivalent is preferred. Applications, *vitae* and the names of persons to whom reference can be made should be forwarded to the Chairman, Search Committee, The College of Education, Brock University, St. Catharines, Ont. L2S 3A1 by Ph.D. or equivalent is desirable. Appointment will be July 1, 1974 or by arrangement. Terms, rank and salary are negotiable.

BROCK UNIVERSITY. Department of Education. The College of Education expects to have a vacancy in the field of school psychology for 1974-75. The successful candidate will be expected to contribute to the teaching and development of a series of pre-service and graduate courses. Special interests in the field of counselling psychology and/or special education will be necessary. Canadian experience will be an advantage. The ability to supervise research projects and theses at the masters level in the field of expertise will need to be demonstrated in previous work experience or coursework. Ph.D. or equivalent is desirable. Applications, *vitae* and the names of persons to whom reference can be made should be forwarded to the Chairman, Search Committee, The College of Education, Brock University, St. Catharines, Ont. L2S 3A1 by April 30th. The effective date of appointment will be July 1, 1974, or by arrangement. Terms, rank and salary are negotiable.

BROCK UNIVERSITY. Department of Education. The College expects to have one or more vacancies in the field of educational administration for session 1974-75. In particular, successful candidates will be required to contribute to the teaching and development of a series of undergraduates, pre-service and graduate courses. Special interests in one or more of cultural, social, political/philosophical and legal aspects of behaviour in administering and teaching in school systems will be necessary. Canadian experience will be an advantage. The ability to supervise research projects and theses at the masters level in the field of expertise will have to be demonstrated in previous work experience or coursework. Ph.D. or equivalent is desirable. Applications, *vitae* and the names of persons to whom reference can be made should be forwarded to

the Chairman, Search Committee, The College of Education, Brock University, St. Catharines, Ont. L2S 3A1 by April 30th. The effective date of appointment will be July 1, 1974, or by arrangement. Terms, rank and salary are negotiable.

BROCK UNIVERSITY. Department of Education. The College expects to have one or more vacancies in the field of curriculum studies for session 1974-75. Competency in one or more of the following areas is sought: early childhood education, elementary and secondary science education, modern languages, and supervision of student teaching. While it is expected that, initially, successful candidates will contribute to pre-service education courses, participation in graduate coursework may eventually be necessary. Accordingly, the need is for personnel equipped with modern tools of curriculum analysis and development, as well as the experience necessary to articulate principles of curriculum construction to beginning as well as experienced teachers. The ability to supervise research projects and theses at the masters level in the field of expertise is highly desirable. A Ph.D. or equivalent is preferred. Applications, *vitae* and the names of persons to whom reference can be made should be forwarded to the Chairman, Search Committee, The College of Education, Brock University, St. Catharines, Ont. L2S 3A1 by April 30th. The effective date of appointment will be July 1, 1974, or by arrangement. Terms, rank and salary are negotiable.

UNIVERSITY OF SASKATCHEWAN REGINA. Faculty of Education. Position: Assistant or Associate Professor or Science Education. Qualifications: at least a master's degree in education with a doctorate preferred and with teaching experience in science areas at the elementary and secondary levels. Duties: undergraduate teaching in curriculum and instruction classes in science education to students majoring in elementary and secondary education. Some teaching at the master's level and some participation required in the supervision of interns. Salary and rank negotiable according to qualifications and experience. Inquiries should be addressed to Dean W. N. Toombs, Faculty of Education, University of Saskatchewan Regina Campus, Regina, Sask. S4S 0A2. Effective date of appointment July 1 or September 1, 1974. Closing date for receipt of applications May 15, 1974.

ELEMENTARY EDUCATION

UNIVERSITY OF ALBERTA. Department of Elementary Education. Assistant Professor of language education. (N.B. This is a possible position depending on university budgetary decisions.) Ph.D. preferred. Successful experience in schools required. Undergraduate and graduate teaching; supervision of student teaching, etc. Minimum salary for assistant professor is \$13,125. Dr. A. MacKay, Chairman, Department of Elementary Education, Faculty of Educa-

tion, University of Alberta, Edmonton. Starting date July 1, 1974. Applications will be received until the position is filled.

GEOGRAPHY

UNIVERSITY OF GUELPH. Geography Department. Teaching position. September 1, 1974. Rank and salary dependent on qualifications. Ph.D. required. Physical geographer to teach first and second year climatology, with research interests in one or more of the following: micro-climatology, paleo-climatology-biogeography, climatic geomorphology. Ability to teach large undergraduate courses necessary. The department has excellent field and laboratory research facilities. Send *curriculum vitae* and names of three referees. Competition closes 30 June, 1974. Apply F. A. Dahms, Chairman, Department of Geography, University of Guelph, Guelph, Ont. N1G 2W1. Phone 824-4120 Extension 2171.

LAURENTIAN UNIVERSITY. Department of Geography. Laurentian University invites applications for three geography teaching positions in the 1974 summer session. The positions are for the following: a first year course "Introduction to Applied Geography and Development," offered on the Sudbury campus; a second year course "Economic Geography," offered on the Sudbury campus; and a third year course, "Urban Geography," offered at Kirkland Lake. Candidates should possess an M.A. as the minimum qualifications for the first year course, and a Ph.D. is desirable for the upper year courses. Courses are for two hours a day, from July 2 to August 15, 1974. Remuneration will be between \$1,900 and \$2,200, depending on rank, with a travel allowance of \$100. Applications should be directed to Dr. A. Lupton, Chairman, Department of Geography, Laurentian University, Sudbury, Ont., P3E 2C6, before April 1, 1974.

UNIVERSITY OF WINDSOR. Department of Geography. Assistant/Associate permanent position in climatology biogeography, Ph.D. and publications. Immediate application requested. Apply Professor Frank Innes, Chairman, Department of Geography, University of Windsor.

HISTORY

UNIVERSITY OF GUELPH. History Department. Lecturer or Assistant Professor (one-year appointment with possibility of renewal). Ph.D. or near Ph.D. required. American history since the civil war and preferably a field in Asian history. \$12,000 or by negotiation. Applications should be sent to Dr. A. M. Evans, Chairman, Department of History, University of Guelph, Guelph, Ont. N1G 2W1. August 1st, 1974 or September 1st, 1974.

UNIVERSITY OF WINNIPEG. Department of History. A one year sessional appointment in post-Confederation Canadian history is available. Any of a number of

specialties will be considered, including Canadian education, French-English relations, Canadian-American relations and Canadian urban history. The doctorate, or near, should be in hand. Rank will be at the Lecturer or Assistant Professor level. Appointment will begin September 1, 1974. Send *curriculum vitae*, transcripts and names of references to Dr. H. V. Rutherford, Chairman, Department of History, University of Winnipeg, 515 Portage Ave., Winnipeg, Man. R3B 2E9.

INTERIOR DESIGN

UNIVERSITY OF MANITOBA. Department of Interior Design. Applications are invited for a full-time appointment involving undergraduate instruction in the Bachelor of Interior Design programme. Applicant should have contemporary interior design background and specialization in art history. Teaching and professional experience desirable. Appointment September 1/74. Application should be sent to Professor J. Harland, Head, Department of Interior Design, University of Manitoba, Winnipeg, Man. R3T 2N2.

LANDSCAPE ARCHITECTURE

UNIVERSITY OF GUELPH. School of Landscape Architecture. Applicants are invited for teaching, research and extension responsibilities with undergraduate and graduate programmes in landscape architecture and resources development. Major responsibilities will be in the design area including foundation courses. Candidates should have a baccalaureate degree in architecture or landscape architecture and master of landscape architecture. Professional experience is important. Academic rank and salary will be commensurate with experience and qualifications. The appointment to take effect July 1, 1974. The University of Guelph offers a full range of excellent benefit programmes. The campus is ideally situated in Southern Ontario, offering convenient access to Metropolitan Toronto. The city and its environs provide a particularly high quality of life, including access to rural and natural countryside, international cultural events, shopping and entertainment. Applications including *curriculum vitae* and the names of four references should be directed to: Victor Chanasyk, Director, School of Landscape Architecture, University of Guelph, Guelph, Ont. N1G 2W1.

UNIVERSITY OF GUELPH. School of Landscape Architecture. Applicants are invited for teaching, research and extension responsibilities with undergraduate and graduate programs in landscape architecture and resources development. Major responsibilities will be at the graduate level to teach planning and applied ecology. This involves the co-ordination of instruction from the agricultural, horticultural, engineering and social sciences. Broadly ranging input into all programs of school. Candidates should have a combination of baccalaureate and graduate degrees in

any of the plant sciences or biology and urban and regional planning. Professional experience in applying ecology to planning and the ability to co-ordinate interdisciplinary instruction is important. Academic rank and salary will commensurate with experience and qualifications. The appointment to take effect July 1, 1974. The University of Guelph offers a full range of excellent benefit programs. The campus is ideally situated in Southern Ontario offering convenient access to Metropolitan Toronto. The city and its environs provide a particularly high quality of life, including access to rural and natural countryside, international cultural events, shopping and entertainment. Applications including *curriculum vitae* and the names of four references should be directed to: Victor Chanasyk, Director, School of Landscape Architecture, University of Guelph, Guelph, Ont. N1G 2W1.

MECHANICAL ENGINEERING

McMASTER UNIVERSITY. Department of Mechanical Engineering. Candidates with Ph.D. or equivalent and with experience in metal working industry are invited to apply for position of Assistant or Associate Professor of mechanical engineering. Appointment will initially be contractually-limited for three years, effective July 1, 1974, with salary at current competitive level. Duties will involve undergraduate and graduate teaching in production management and control and development of laboratory and research activities in control of manufacturing equipment and processes. Applications should be directed to Professor J. N. Siddall, Chairman, Department of Mechanical Engineering, McMaster University, Hamilton, Ont. L8S 4L7.

McMASTER UNIVERSITY. Department of Mechanical Engineering. Assistant or Associate Professor required to teach industrial design at undergraduate and graduate level to engineering students, and students and staff in other appropriate areas in the university community. Responsibilities will also include supervision of graduate students and scholar work in design. A degree in industrial design is required; an additional higher degree is desirable, but not essential. Some experience in industrial design practice is required. The salary level is \$13,000-\$19,000, depending on qualifications. The appointment will commence on July 1, 1974. Applications should be accompanied by a *curriculum vitae* and the names of three referees, and should be sent to Professor J. N. Siddall, Chairman, Department of Mechanical Engineering, McMaster University, Hamilton, Ont. L8S 4L7.

MATHEMATICS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Mathematics. Applications are invited to fill a vacancy for an Assistant Professor (or Lecturer), salary offered being com-

mensurate with qualifications or experience. Present salary floors are Lecturer \$9,000, Assistant Professor \$11,500. The appointment is effective September 1, 1974 and will be filled as soon as possible. Competence in mathematics with a strong interest in statistics and its applications is required. A Ph.D. is desirable. The duties include teaching elementary service courses in statistics. The ability to communicate easily with the staff and students of other departments is necessary. Applications including the names of three referees should be addressed to W. J. Blundon, Head, Department of Mathematics, Memorial University of Newfoundland St. John's, Nfld. A1C 5S7.

UNIVERSITY OF WATERLOO. Department of Mechanical Engineering. Applications are invited for the position of Assistant or Associate Professor. Masters/Doctorate or equivalent in tribology with some industrial experience. Will teach undergraduate and graduate courses in lubrication and mechanics; undertake research and graduate supervision in tribology with emphasis on lubrication. Salary minima: Assistant \$12,300, Associate \$15,900. Appointment on or about September 1, 1974. Reply to Professor D. J. Burns, Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ont.

MUSIC

UNIVERSITY OF CALGARY. Department of Music. Applications are invited for a position commencing September 1974. Duties will include teaching undergraduate theory and applied music. Qualifications should include completed (or nearly completed) Doctorate with teaching and performance experience. Woodwind performer (particularly flute or bassoon) will be especially valuable. Rank will be at the Instructor (minimum \$10,225) or Assistant Professor (minimum \$13,200) level. Address inquiries to Dr. Stanley Finn, Head, Department of Music, The University of Calgary, 2920-24 Avenue N.W., Calgary, Alta. T2N 1N4.

ORAL BIOLOGY

UNIVERSITY OF MANITOBA. Department of Oral Biology. Applications are invited for a faculty position at the level of Assistant/Associate Professor in the area of oral biology. Applicants should have a recognized dental degree, a higher qualification in pathology and research experience. Duties involve assisting in teaching an integrated undergraduate and graduate in general oral pathology. Salary and rank dependent on qualifications and experience (approx. range \$16,000-22,000). Effective starting date by mutual agreement. Applications (with *curriculum vitae* and names of two referees) and correspondence should be sent to Dr. E. T. Pritchard, Department of Oral Biology, University of Manitoba, Winnipeg, Man. R3E 0W3.

PHYSICAL EDUCATION

LOYOLA COLLEGE. Department of Physical Education. Applications are invited for the position of Assistant Professor. Qualifications doctorate and experienced specialist in methodology and curriculum utilized in teaching elementary and secondary school health and physical education. Interested candidates submit *curriculum vitae* to Professorial Staff Comm., Department of Physical Education Loyola College, 7141 Sherbrooke St. West, Montreal, P.Q.

UNIVERSITY OF MANITOBA. School of Physical Education. Applications are invited for two academic staff positions for the 1974-75 university year. Competencies in some of the following areas are being sought: 1. Motor learning (instruction of professional undergraduate course). 2. Dance (leadership in developing the dance, rhythmic area in both the undergraduate degree program and in the intramural-recreational setting). 3. Recreation (assistance with professional undergraduate courses). 4. Activity laboratories and/or coaching (volleyball, field hockey, archery, skiing, basketball). Appointments at lecturer or assistant professor level. Salaries to be negotiated. A young and expanding program with new facilities. Applications, including *curriculum vitae*, and names of three referees to be submitted to Professor John A. MacDiarmid, School of Physical Education, University of Manitoba Winnipgt, Man. R3T 2N2.

YORK UNIVERSITY. Department of Physical Education. A senior academic position is available in human physiology. The candidate will be expected to teach in the undergraduate and proposed graduate program in the department. It is desirable that the candidate be able to teach advanced research methods and statistics. Rank and salary dependent upon qualifications and experience. The appointment is effective July 1, 1974. Apply, including *curriculum vitae* and names of three references to Professor Bryce Taylor, Chairman, Department of Physical Education, York University, 4700 Keele St., Downsview, Ont. M3J 1P3.

UNIVERSITY OF WESTERN ONTARIO. Faculty of Physical Education. Two positions (plus the equivalent of one and one-half part-time positions), effective July 1, 1974 (or sooner or later). One at Associate Professor rank for person with substantive publication record and thesis advisement experience in sport and exercise science, or sport and physical education sociology, or closely related areas. Teaching at both undergraduate and graduate levels. Other instructional needs relate to introductory theory of physical education and practice; dance; the social science area; and in the skills areas of dance, volleyball, and track and field. Apply to Prof. E. F. Zeigler, Dean, Faculty of Physical Education, 118 Thames Hall, The University of Western Ontario, London, N6A 3K7.

YORK UNIVERSITY. Department of Physical Education. A senior academic position is available for a person to coordinate the new programme in elementary education in physical education. The successful applicant should be qualified to teach in two of the following areas; philosophy of sport and physical education, Physical education for the young child. Theories of play. The position is a cross appointment between the Faculty of Education and the Department of Physical Education. Rank and salary dependent upon qualifications and experience. The appointment is effective July 1, 1974. Apply including *curriculum vitae* and names of three references to Professor Bryce M. Taylor, Chairman, Department of Physical Education, York University, 4700 Keele St., Downsview, Ont. M3J 1P3.

PHYSICS

UNIVERSITY OF NEW BRUNSWICK. Department of Physics. Applications are invited for a one-year appointment in the Department of Physics. Responsibilities include teaching and research in a field of biophysics related to present activities in either (a) cation transport across membranes or (b) molecular fields in enzymes by gamma-ray techniques. At least two years' postdoctoral experience is required in the field of biophysics. Floor salary \$11,500 (under review). Address enquiries to Dr. D. L. Livesey, Chairman, Department of Physics, University of New Brunswick, Fredericton, N.B.

POLITICAL SCIENCE

UNIVERSITY OF ALBERTA. Department of Political Science. The department requires one or two 8 month sessional instructors for 1974-75 - September 1-April 30, to teach the introductory course and courses in Canadian government and politics. Applicants should write as soon as possible, enclosing a *curriculum vitae* and names of three referees to Professor J. Peter Meekison, Chairman, Department of Political Science, University of Alberta, Edmonton, Alta. T6G 2H4. Applications will be received until position is filled.

PSYCHOLOGY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Psychology. Two positions. Assistant, Associate and/or Full Professor to teach graduate and undergraduate courses in development and social psychology. Preference will be given to applicants with an interest in clinical applications of the above areas. Ph.D. with teaching and research experience is required. Salary in accordance with rank. Closing date for applications is 15th June, 1974. Apply to Dr. G. R. Skanes, Head, Department of Psychology, Memorial University of Newfoundland, St. John's, Nfld. A1C 5S7.

UNIVERSITY OF WINDSOR. Department of Psychology. Staff Psychologist-Psychological Services Centre. The Psychological Services Centre is a

broad-range service facility conducting individual and group psychotherapy, crises intervention, supportive therapy, learning skills training, personal growth groups, and consulting to and training other staff in the university. The centre is staffed by 12 members including both psychology and social work trainees and consultant staff. There are also approximately 20 graduate students at the M.A. and Ph.D. level doing course practical requirements. The positions open at this time call for a person to do several of the line functions listed above plus involvement in training of interns. These are 11-month positions with a salary of approximately \$16,000 per year. A Ph.D. is required. Starting date is September, 1974. Send information to Dr. M. Kaplan, Director, Psychological Services, University of Windsor.

SOCIOLOGY

UNIVERSITY OF ALBERTA. **Department of Sociology.** Position anticipated: Professor and Head, Department of Sociology. Qualifications: Ph.D. and record of scholarship. Canadian experience. Administrative ability. Salary: competitive. Duties will commence July 1, 1975. Applications should be sent to Professor Gwynn Nettler, Chairman Search Committee, Department of Sociology, University of Alberta, Edmonton, Alta. T6G 2H4. Closing date is November 1, 1974.

LOYOLA COLLEGE. **Department of Sociology.** The Department of Sociology at Loyola of Montreal invites applications from candidates who are seeking undergraduate teaching positions next year. Appointments would be offered to people qualified and willing to conduct courses in any combinations of: Canadian society, crime and deviance, race and ethnic relations, social psychology, stratification, sociology of work, sociology of education, political sociology and/or sociological statistics and methodology, for major and honour students system. Salary and fringe benefits are competitive. All other things being equal, preference will be given to those with successful Canadian academic backgrounds which contain special expertise and orientation to Canadian course content. Ph.Ds with experience preferred, but serious consideration will be given to ABDs with dissertation underway, who have accumulated successful teaching experience. Applications should be accompanied by a *curriculum vitae* and applicants are asked to arrange for a minimum of three references. Address enquiries or applications to J. F. Tascone, Associate Professor and Chairman, Department of Sociology, Loyola of Montreal, Montreal, Quebec. The Department's Recruitment Committee will thereafter correspond with prospective candidates.

UNIVERSITY OF WINDSOR. **Department of Sociology and Anthropology.** Position: Assistant Professor. Qualifications: social-cultural anthropologist (preferably economic or linguistic specialty), Ph.D., Canadian experience. Able to

teach introductory anthropology and archeology. July 1, 1974. Inquiries should be addressed to Dr. T. H. White, Head, Department of Sociology and Anthropology, University of Windsor, Windsor, Ont. N9B 3P4.

THEOLOGY

ST. FRANCIS XAVIER UNIVERSITY — SYDNEY CAMPUS. **Department of Theology.** Applications are invited for an Assistant Professor. The Ph.D. is required. Duties will include teaching

interdisciplinary courses and/or developing same, teaching introductory course(s) in theology, developing programs for teachers in values education. The salary base for 1973 was \$11,300 for an Assistant Professor. Write: Dr. J. A. Huntjens, Chairman, Department of Theology, St. F.X. University (Sydney Campus), P.O. Box 760, Sydney, Nova Scotia, including transcripts, *curriculum vitae*, and names and addresses of three references. Duties begin July 1, 1974. Applications will be received until the position is filled.

UNIVERSITÉ DE MONTREAL



Faculté de l'Aménagement INSTITUT D'URBANISME DIRECTEUR

FONCTIONS :

- Administration, enseignement, recherche
- Programme de maîtrise en urbanisme
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- Doctorat en aménagement au niveau facultaire

CONDITIONS :

- Excellence académique, expérience professionnelle, dans le domaine de la planification urbaine et régionale et dans le milieu québécois
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Mandat de quatre ans. Statut et salaire à discuter selon titre et expérience.

- ☐ Le poste est ouvert à compter du 1er juin 1974. Les candidatures seront reçues jusqu'à nomination du prochain directeur.

Prière de faire parvenir au :

**Doyen,
Faculté de l'Aménagement,
Université de Montréal,
C.P. 6128, Montréal 101, Qué.**

those qualities we seek in academic persons. To equate the CAUT guidelines with tenure committees composed of Canadians only is to try and form a relationship that has no substance whatsoever.

I can see no credibility in Professor Stevens' statement; neither is it shallow emotionalism. It just seems to me to be incorrect.

D. A. L. Auld
University of Guelph

Canadianization an 'easy' issue

Sir,

The January *Bulletin* deals with the easy issue of preferential hiring policy for Canadian Nationals. When is the *Bulletin* going to treat the more *difficult* and *serious* issue of preferential hiring policy for women?

In hiring, it seems to me that women are consistently abused, for using Nationalists' logic, the numbers of women in Canadian universities are not "representative." Certainly an important fraction of the population are women, and many disciplines either have a legitimate feminine perspective or require "successful female scholars" to hold before wide-eyed students.

Presumably the Nationalists will think it fair to solve the problem of "masculinized universities" through policies as "hire a woman, all other things being equal" and "fifty percent women by 1999." Alas, I suspect Professor J. Steele (p. 13) will not accept the former, and Professor Granatstein (p. 7) will not accept the latter, although the word "woman" replaces the word "Canadian" in analogous policies which they do support.

In a word, job discrimination is often justified to rectify an employee's lack of prenatal foresight, and it is not surprising that those urging this discrimination happen to have had the required foresight. Unfortunately some academics welcome such obviously self-serving policies.

S. M. Rothstein
Brock University

Canadians invite American domination

Sir:

Your January issue contained much food for thought, food that I have been chewing over since well before the receipt of the said number. The problem of 'Canadianization' is, as you know, a complex one, and has, moreover, been treated well from many angles and from varied points of view within the January issue alone. I cannot really say anything that has not already been said there. I take the liberty of pointing out one thing that seems to have escaped everyone.

The word "Canadianization" is a misleading one. "Canada," as understood in the terms of that word, means English

Cont'd. next page

CURRICULUM,

Cont'd. from p. 5

I. There are three parties who have a rightful interest in decisions regarding curriculum. They are the department, the students, and the individual professor. The interests, responsibilities and rights of all three can be defined.

A. The department is responsible both for the intellectual quality and consistency of its offerings and for the accuracy of its statements about courses and curricula. Its primary way of fulfilling its obligations in both these areas is through its hiring policies and practices, through its decisions with regard to reappointment, promotion, and especially tenure. More directly, it has power in these areas through its decisions with respect to curriculum.

B. Students have the right not to be deceived by calendar or other descriptive statements, not to be misled by systems of prerequisites or requirements, and not to be penalized for having been so deceived or misled.

C. The individual faculty member has the final responsibility for the intellectual quality and integrity of his courses, with respect to both content and the pedagogical methods employed. He also has a responsibility to teach courses in accordance with their descriptions in official university publications. Moreover, he also has a responsibility to teach his share of the departmental "load"—whether service courses undertaken by the whole department, or other courses which, though perhaps only marginally related to his area of specialization, have been determined to be necessary to the proper functioning of the curriculum as a whole by the rest of the department. Certain fundamental rights follow almost as a logical consequence of these responsibilities. The professor must not be forced to teach courses which he is genuinely not competent to teach, nor may he be forced to use methods with which he has fundamental disagreements.

II. In order to balance these rights and responsibilities, certain precepts should be followed.

A. Decisions regarding curricular changes or course changes should be participated in by as widely representative a group as possible, and should be made in the most democratic possible way.

B. Decisions of majorities should not abridge the rights of individuals, whether teachers or students.

C. Procedures should be instituted whereby meaningful appeals against course assignments can be lodged, preferably with a body outside the department entirely. This body should make its decisions by balancing the rights of the three parties, but remembering in cases such as these the final arbiter of competence is the individual professor himself.

D. In cases where it can be established both that the course assignments have been democratically arrived at and reflect the genuine needs of the departmental curriculum, and that the individual professor is in fact not competent to teach the courses involved, there are only two possible resolutions of the problem. Either the department must revise its curricular structure so as to make it possible for the professor in question to teach appropriate courses, or the institution should take steps to terminate the employment of the professor involved.

THE UNIVERSITY OF CALGARY Department of Sociology

Opportunities exist for appointment at the Assistant Professor level, effective July or August, 1974. Although competence in one or more of the following areas is preferred, applicants with other areas of specialization will be considered: Deviance, Social Psychology, Social Issues, Canadian Society, Organizations, Sociology of Sex Roles. Applicants should have completed a Ph.D. programme.

The Assistant Professor salary scale in 1974/75 will be \$13,200 - \$17,250.

Enquiries, or applications complete with curriculum vitae and the names of three referees, should be forwarded as soon as possible to:

Dr. M. B. Brinkerhoff, Head,
Department of Sociology,
The University of Calgary,
Calgary,
Alberta,
Canada,
T2N 1N4



Travel and Teach Through F. E. C. — Faculty Exchange Center. The F.E.C. aims to make it possible for interested faculty members to exchange positions for a year with colleagues from other institutions on this continent or overseas where instruction is in English. The Center brings to the attention of its members the names of all subscribers through the publication of a catalog. The Center's second catalog, to be published this Spring, will have over two hundred members from seventeen countries representing over thirty disciplines. About 80% of the members are U.S. citizens, from forty States and Washington, D.C. The 1975-76 issue of the catalog will be mailed to subscribers in September, 1974. For more information write to Faculty Exchange Center, Box 1866, Lancaster, Pennsylvania 17604.

CORRESPONDENCE,

Cont'd. from p. 9

Canada alone, and that only vis-à-vis the United States (my native land, I might add, though I intend to become Canadian as soon as eligible, i.e., about two years hence). As some of your own contributors have suggested, English Canada is, for better or for worse (for worse, really, not for better), a tail to Uncle Sam's kite. As a native of the U.S.A., I am appalled by that, but I am equally appalled by the way Uncle Sam has his tentacles into virtually every corner of the globe. I am not a convert, for I felt that way while still living south of the border. I fail to see that anything can be done about it, short of dismantling the profit system, chiefly in its American citadel. The movement to undo the US capitalist system, if it ever comes, will come not from Canada but from inside the U.S.A. I hope the CAUT is not holding its breath.

The fact remains that, as an immediate goal for English Canada (of French Canada more later), the academic world must establish a Canadian identity. Having opted for residence in Canada and for Canadian nationality, I hope very much to be a part of that identity. "Canadian identity," alas, is not much more enlightening an expression than is "Canadianization." Even when I have said it, I cannot be of much help in advising anyone how to go about it. Clearly, everything else being equal, preference should go in appointments to Canadians, but that regardless of how they became Canadians. In a way, in fact, there is more to say for the naturalized citizen than for the native, for the former acquired his nationality by an act of the conscious will, while the latter owes his to the accident of birth. Beyond that, nationality should, of course, make no difference, a proposition to which most of your contributors seem to agree. I shall say nothing about the "old boy network" in this letter, since what I think about it would not be fit to print. I saw a German network of that sort at work when I was teaching in the U.S.A., and I do not want another one, American or otherwise, in Canada or indeed anywhere on earth. It is important to train Canadians as future occupants of these posts if a Canadian identity is to be achieved. It should not be forgotten that a considerable number of Americans are now studying, not only teaching, in Canada, and I am as much against quotas on them as I am against quotas of any kind. My own

field, East Asian languages, is, to be sure, not typical, since it will never, any more in Canada than in the U.S.A., claim large numbers, whether of students or of teachers. The popular, well-populated subjects must be administered by persons, whether Canadian or otherwise, one of whose primary goals will be the development of an adequate number of Canadians to enable the university world of English Canada to belong to itself, not to the U.S.A., the U.K. or any other agency (I felt like making a bad pun and saying "any other U").

What seems to escape everyone is that French Canada, while as much a tail to Uncle Sam's economic kite as is English Canada, is in no danger of having its schools inundated by teachers from the U.S.A. Thus 'Canadianization' is almost irrelevant to French Canada. Not one of your contributions, not one of your published letters, was in French, clearly because for French Canada "la canadianisation, ainsi dite, est un problème purement anglais." But is it? If English Canada wishes to hold out against cultural domination from the U.S., it can do so more easily in an alliance with French Canada than it can by itself. An excellent example is Canadian literature. By common agreement, the best French now being written is being written not in France but in Quebec. To appreciate it, one must be able to read French, something that English Canadians, in this supposedly bilingual country, resist with a fury that has to be seen to be believed. If there is to be an alliance, something that I feel to be an absolute necessity, the overtures must come from the English side, for the French find themselves obliged, willy-nilly, to learn English if they have any intention of functioning on Canada's national scene. Besides, what is "Canadian identity" vis-à-vis American identity, if it is not a fusion of the English and French elements in Canadian life? The irony of the present situation is that English Canada, instead of forging this natural alliance with French Canada ("Quebec? That's not Canada!"), finds itself by default in an alliance, as an unequal partner, to be sure, with the U.S.A., then proceeds to complain about American domination. The complaint is well founded, but in many ways the American domination is at Canadian invitation. As an American soon to be a Canadian, I am infuriated.

Leon Hurvitz

University of British Columbia

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REVIEWS/COMPTES RENDUS

Gatekeepers to Science

Media Impact. Vol. 1 Interim Report — *A Research Study on Science Communication*, by Orest Dubas and Lisa Martel. Ministry of State for Science and Technology, October 1973 (50 pages).

The media have been slow to enter the fields of specialized reporting, apart from sports. Many areas that are of major importance to us—science and technology; economics and finance; work and labour—have not been well-covered in the media.

In fact, with some exceptions like "The Nature of Things," science writing declined in quantity and quality from its peak in the mid-sixties until environmental concerns began to force their way into public debate. We are now in a period where coverage of the environment can be seen on page 1 and in prime-time television: Science as a whole, though, remains an occasional item buried in the back of the book.

It seems timely to look anew at media coverage of these important areas to find out how well they are being investigated and discussed. *Media Impact* is an initial report in a continuing research study being carried out by the Ministry of State for Science and Technology.

The report follows a number of meetings with governments and media ("and the recommendations of a number of U.S. experts in science communication"). Further reports will give us the results of questionnaires to those involved in these transactions (some reporters have already received a voluminous questionnaire in simulated computer printout, bound in such a way that it is difficult to type in answers—most reporters cannot think in handwriting). These surveys will be followed by a consumer study on the public's attitude to science news.

The communication obstacles existing between scientists and reporters, and between reporters and their editors, are known and have been cited at many meetings of science writers and scientists.

Solutions of the kind suggested in this report have been tried out in the past, though not always successfully (capable institutional information officers to act as middle-men; an enhanced role for the science journals; improving the educational training of future reporters and editors; more science features in the media; more public debate of science issues involving scientists).

Many of these solutions produce more problems. Scientific institutions turn out vast quantities of accurate news copy which is often rejected by editors who are unable to edit with discrimination,



and who are rightly suspicious of publishing institutional messages as is. More journalism students are taking science-writing but they are usually put on the general news beat once they become staff.

The editor/producer seems to be labelled the baddie in this hold-up—the gatekeeper who is deliberately excluding important information from the public because, in his infinite wisdom, he cannot believe that the public is interested.

What if he is right? The same argument can be seen in another field of specialized reporting covering international affairs. Perhaps it is true the majority of RLVs (Readers-listeners-viewers) are no more interested, say, in the emergence of Angola as a national entity than confirmation that black holes exist in space. This is why we need the study.

Sometimes the elitist argument is used as a reason for the failure of science communication. Scientists feel that their important work cannot be fully understood by the non-scientist and will be made to look ridiculous by the scare headline. But we have extensive coverage of esoteric aspects of medicine, and surely the engineers cannot have a higher regard for hierarchy than the doctors?

It seems as though a genuine interest on the part of the body public (including the editor) is the key to widespread dissemination. The current concern with the environment may offer us an avenue to large areas of science. We are interested in medicine because of an obsession with the decay of our own bodies. If the environment can be seen as an extension of our bodies then we may become equally interested in those forces working upon us and accelerating that decay.

Brian Taylor was a Sloan Foundation Fellow in Science-Writing at Columbia University and now teaches at Carleton University's School of Journalism.

Can words mean so many different things?

The Failure of Educational Reform in Canada. ed. Douglas Myers. McClelland and Stewart, 1973.

The characteristic failure of *The Failure of Educational Reform in Canada*—as of so many books on education—is the apparently overwhelming urge on the part of the authors to talk in abstractions. Some of the essays printed here display this fault to a larger extent than others, but they all have it to a limited degree at least. And those that have it seriously have it really bad. The Preface, for instance, by John Bremer, and the articles by Michael Katz, D. L. Davies and Albert Tucker, are at times literally unreadable because of the density of abstraction and general slackness of style. Sentences like these abound:

Reform is the activity which links the past and the future, it is the ratio between the past and the future, and, in that sense, it is synonymous with intelligence. Reform is intelligence, the human mediation between various elements in the social and physical environment, the process of interaction in an insistent present. Reform, like intelligence, is not relevant, it is relevance, and it signifies whatever continuity our lives may have.

Look at this passage closely, and its apparent "meaning" evaporates. Whatever anyone has ever meant by "reform" in the past, it is clearly nonsense to equate it with the word "intelligence" or even with the word "relevance." But clearly there's no particular interest in the meanings of words in the passage in any case. "The question is," said Alice, "whether you can make words mean so many different things."

But my objection to this tendency in the book is not a mere stylistic one. This sort of verbal afflatus—logorrhea, a friend of mine once called it—is central to the problem that the book ostensibly sets out to confront. That problem is the failure of the reforming spirit that seemed so pervasive in the sixties. (None of the writers in the book points out that, like Christianity, it has not been tried yet—nor does anyone paraphrase the famous Chicago alderman: "Education ain't ready for reform.") It is, after all, clear that all along the line—in primary and secondary as well as in "higher" education—the reforming impetus does seem to have been spent. And over and over these essays point out—rightly—that after a decade of what journalists kept telling us was revolutionary change, dynamic development, unprecedented

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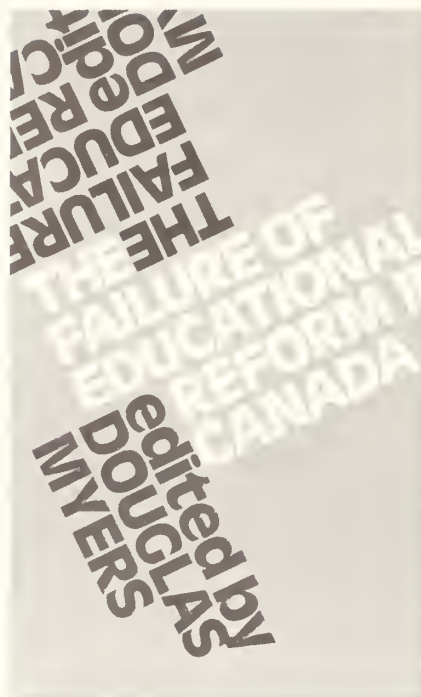
upheaval, here we are washed up on essentially the same well-combed beach from which we cast off at the end of the silent fifties. But no one asks the obvious question — which is not “What happened to the reformers?” or “Why didn’t the reformers work harder, plan better, persevere more tenaciously?” but rather “What makes established educational institutions so adamant in their resistance to even minor change?”

This book has the answer. But it has it by embodying it, not by presenting or analyzing it; and the answer is involved intimately with the common observation that, when it comes to prose, professional educationists are, by and large, fluff merchants. The skill of premature or even entirely unjustified abstraction, the ability to wield disguised logical fallacies, the strength to flail a subject with mixed and inappropriate metaphor as though it were the jawbone of an ass against the Philistines — all these are weapons with which the citadel of bureaucracy can be made secure against even the most modest changes. What’s particularly distressing is that the people who employ these weapons are very often precisely the people who think they’re assailing the citadel, and who don’t know that the weapons can only be used in its defense. For the lifeblood of paralytic bureaucracy is abstraction. A system of thought based on, and involving almost entirely, abstractions, is essentially static, like one based on Platonic ideals. Changes are made in concrete ways or not at all; modification of abstractions is, as every academic knows, a consuming activity, but it is not one that leads to modification of the real policies or practices behind them.

Let us (to avoid becoming too abstract) take an example. In this book Albert Tucker writes an essay on Canadian Studies. His purpose, one may infer, is to cause reforms in universities such that programmes in Canadian Studies will be more easy to establish and maintain. (Whether this would in fact constitute a useful educational reform, as opposed to the substitution of one set of dogmas for another, he does not inquire and perhaps we’d better not either.)

Tucker’s problem is this. Aside from the fact that his article is embarrassingly badly written in general, his calls for reform are couched in terms which ensure that no genuine reform could ever ensue, because all the argument will be about whether the situation he desires doesn’t already exist (his terms are so general, you see). He is continually committing paragraphs like this one (I am not deliberately selecting the worst-written examples; the book, and this article, have many as bad):

The integrity of the discipline, with its implicit structure, takes precedence over the coherence of a program that is pieced together from existing or newly created courses. At all of our universities we must start with a given and relatively fixed



curriculum. At most, with a few exceptions, the precedence of the discipline and its prescriptive right, have prevented a strong innovative base for Canadian Studies. They lack a core or synthesis of intellectual content which would conceptually unite a broad range of subjects.

What has happened here, broadly, is that language has simply ceased to be used as a vehicle for communicating ideas. What does “at most” mean here? How could a right prevent (come before, perhaps?) a base? What would constitute an innovative base? To what (to be perfectly simple-minded) does “they” refer? (This last is hardly a purely grammatical query; as far as I can make out, there is no referent; nothing seems to “lack” this “core or synthesis”). It had been vain to ask such questions of Tucker, who had probably never asked himself.

The central point, however, is this. To write this way is to ensure that no action will ensue. Tucker never explains what (concretely) would constitute a Canadian studies programme at a University; he never explains how — in actual, political terms — “integrity of discipline” militates against such programmes; he never explains why such a programme would be desirable. His article seems to be an end in itself. Like the vast majority of the writers in this and other, similar, anthologies, his effect is to have published something on the subject, not to change anything. Even if his conscious motive is real, concrete reform, his style itself makes reform less likely, and in effect aligns him with the administrative bureaucrats he probably sees as the enemy.

For ten years, then, we’ve been writing articles about reform, largely couched in the rhetoric of reaction. And in spite of the fact that institutions of education are under probably more pressure to reform themselves than any similar institutions in history (at least partly because of phenomena like the Hawthorne effect, the tendency of experimental reforms to work the first time because they are experimental) they have managed to remain inert and unchanged.

It is, then, not altogether bad that this book is thought out as fuzzily, assembled as perfunctorily, and written as badly as it is. It’s good example of what’s wrong with educational writing and what’s been wrong with it, by and large, for much more than ten years. Nor is it inappropriate that almost every contributor to the book should be esconced at the core of some large educational bureaucracy with a lot to lose in a real reform. Because the final point is this: every successful bureaucrat knows that the way to stop a reform is to co-opt its terminology, make it abstract, and give people tenure and promotion for writing articles calling for the drastic reform of the institutions that are giving them tenure and promotions.

Russell A. Hunt

Russell A. Hunt teaches English at St. Thomas University in Fredericton.

University presses last hope for Canadian publishing

“Publish Canadian”, *Canadian Literature*, No. 57, special issue, 1973. Edited by George Woodcock.

In 1967 *Canadian Literature* produced a special issue on Canadian publishing. This number of the magazine is a second report. It suggests that in many ways the situation has improved since 1967 although there are still a great many problems and much fear for the future. The focus, naturally enough, is on literary production although other aspects of publishing are not neglected.

Wynne Francis, Anne Woodsworth and Sarah McCutcheon write on literary magazines, underground and alternative publishing, and on little presses respectively. There is a certain overlap in what they have to say. It is also difficult for them to avoid cataloguing rather than analysis when there is such a shifting and sometimes ephemeral subject matter. Dave Godfrey writes a highly personal polemic called “The Canadian Publishers,” in which he puts the case that only Canadian-owned publishers can produce the alternative to imperialism and the crassest commercialism for the Canadian public. Roy MacSkimming writes on certain aspects of the economic problems of publishing and George Woodcock contributes both an introduction and an interesting, if

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oddly apologetic, piece on Canadian reprints—one of the most rapidly developing sections of the Canadian book industry. He also conducts a series of interviews with some of the people most involved in Canadian literary magazines and in book publishing. Max Dorsinville gives an analysis of the problems facing Quebec editors and publishers.

One of the most interesting of the articles is Ian Montagnes' on "The University Presses." It has always seemed to me that the university presses were unjustly ignored in much of the debate over Canadian publishing. The focus in English-speaking Canada has been on the fate of the Canadian commercial firms. Yet an expanding and healthy system of university presses would not only be impervious to foreign take-overs but is already committed both to the publication of books on a wide variety of Canadian subjects as well as on non-Canadian matters. This not only ensures that many works related to the Canadian experience are published but also that Canadians can compete on the international market in any aspect of scholarship. It is, therefore, disconcerting to see how fearful Mr. Montagnes is for the future of university presses. He suggests that increasing costs are bound to affect the amount of publication and the length of timetables and that the tightening of university funds has caused serious problems for some of these presses. This should be a cause for alarm in Canadian universities since healthy university presses are an absolutely essential part both of the scholarly world and the more general world of Canadian culture. The situation has not yet become as serious as in the United States (see for instance the article by James Wells in the *Times Literary Supplement*, 7 December 1973). However, it is clear that more financial support is needed and that it cannot come from general university funds. Both the federal authorities and the provincial governments could do worse than to give particular attention to the problems of Canadian university presses.

Donald C. Savage
CAUT

L'Affaire des sciences juridiques à l'UQAM

L'université, la politique et le droit: l'affaire des sciences juridiques à l'UQAM, by Serge Brault, Robert Bureau, René Laperrière, Georges LeBel and Pierre Mackay, Editions Quebecoises, Montreal, September 1973, 251 pp., \$2.00.

On May 29, 1973, the administrative council of the University of Quebec at Montreal postponed for one year the opening of the university's program in

law (*sciences juridiques*), which had been scheduled to receive its first students in the fall of 1973. This collection of documents, compiled and extensively commented upon by the faculty members responsible for the program, deals in Part I with the purposes and structure of the program and in Part II with the events surrounding its postponement. Part I reflects an imaginative and in some respects exciting attempt to frame a law curriculum responsive to specific social and pedagogical needs. In contrast, Part II is a bitter polemic against everyone directly or indirectly responsible for the postponement decision. Innuendo is met with innuendo, self-serving assertion with self-serving assertion. Academics, administrators, provincial government, organized Bar editorial writers of the Montreal press all end up so entangled in inconsistencies and cross-purposes that the reader is left to wonder whether anyone is in touch with reality and whether much progress can ever be made toward resolving the contradictions inherent in the notion of substantive academic freedom.

In laying the groundwork for the new program, the authors take as their points of departure, first, the self-image of UQAM as an institution peculiarly responsive to social needs, and second, their own view of law as belonging "essentially to the realm of ideology, as a superstructural component of society and a part of the machinery of the state, which it has the express purpose of conserving and defending." Law is "not primarily a social reality in itself, but a language whose principal function, for the benefit of certain identifiable interests, is to mask a social reality oppressive of the majority." Legal education, if it is not to further such oppression, must sharpen awareness of the role of law as the servant of dominant class interests and must give students the tools to decode legal language and to use legal technique to serve the majority interest.

Nothing much is new in this analysis of the role of law or in this statement of what legal education ought to be doing. However, the resulting curriculum drawn up by the authors embodies a new and unique mix of the study of legal doctrine, the study of social institutions, and the acquiring and assimilating of practical experience. The first semester consists partly of introductory courses in Quebec history and sociology and partly of three broad courses seeking to give "general and essential information about law (which

will then not have to be gone over again in lengthy introductions to each course)" and to "furnish at the outset the tools for a general understanding of legal mechanisms and institutions, and essential knowledge in all fields of law. . ." Whether this highly abstract and doctrinal introduction will be comprehensible to first year students is doubtful, as is its consistency with the authors' assertions that the program will deal with concrete problems rather than traditional legal abstractions. Nevertheless, the rest of the three-year program carries through the authors' ideas in an interesting way. The second and third semesters consist of several courses in substantive law, the fourth semester consists of a period of service by the student in an organization belonging to *les milieux populaires* and concerned with concrete legal problems—for example, a legal aid clinic, a community action group, a union or a government agency—and the fifth and sixth semesters provide for concentration by the student in either a "clinical" pattern designed to prepare him for practice or a "research-action" pattern designed to give "specialized training in the socio-economic field and in public administration."

The program therefore envisages a three-level approach. "For example, family law is first examined in the introduction to private law (the concept of the person), then through the study of the substantive law of the family (marriage, parent and child, matrimonial property), and finally through the consideration of family problems at the specialization level (third year)." Some features are questionable, such as the lack of any academic contact between the two patterns of concentration in the third year. Nevertheless, the organization of the doctrinal material and the manner of its juxtaposition with practical work represents an innovative approach to the old problem of developing both intellectual and vocational aptitudes and of providing clinical experience in a form that will not encourage students to acquire the habits and attitudes of conventional practitioners.

During late 1972 and early 1973 the program cleared most of the usual government and university hurdles. The Quebec Minister of Justice is quoted by the authors as expressing approval of UQAM's intention "to train a new type of jurist who will be prepared to act more directly upon the structures of society and to become an agent of

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social transformation." Accreditation had not yet been given by the Quebec Bar, but was expected well before the September 1973 opening date.

However, the authors, apparently with the approval of the university's commission on studies, had decided on rather unconventional admissions standards. Other law programs, in their view, had required the student "to break with his personal experience and past knowledge," and had thus produced graduates whose legal skills were out of touch with social needs. Each applicant for admission was therefore asked to formulate "a project of a legal character (involving research, action, education, public information, organization, training, etc.)," which the student might carry out during his law studies. The quality of this project and the student's experience, motivation and availability were to be the main determinants of his admissibility, his prior academic standing coming dead last on the list. Each applicant was also sent two other items: a "letter of dissuasion" explaining the authors' view of the law and warning that UQAM law graduates might not be warmly received by many employers; and a questionnaire, to be filled out by the applicant, containing a number of questions that can only be described as curious ("In what way could your social origins contribute to the success of the program?" "Will your legal training at UQAM be a guarantee of your advancement on the social ladder?").

On May 4, 1973, the Quebec Minister of Education told a legislative committee that the terms of the authors' letter of dissuasion did not appear to accord

with the approval given to the proposed program, and that the university had been warned that the government might reconsider its approval. "No responsible State," the Minister said, "can... give financial support to revolutionary orientations—and this document shows clear revolutionary orientations..."

The reaction of the UQAM administration, as documented by the authors, was strange and disturbing. Senior officials of the university who had publicly expressed strong approval of the new program almost to the very day of the Minister's remarks made an abrupt about-face very soon after the Minister had spoken. To the authors' request that the administration make a strong public reply to the Minister's intervention, the administration gave an equivocal response. When the authors then put out their own press release, the administration was very quick to point out publicly that the authors did not speak for the university. The university's executive committee soon called the authors on the carpet, told them (according to the authors) that the Bar had threatened to denounce the program if nothing were done, and subsequently passed a motion censuring the authors and dissociating the university from the admissions material that they had sent out, that material "not having been authorized by UQAM authorities and not reflecting the policies of UQAM." On May 29, the university's administrative council took the further and much more drastic step of postponing the implementation of the program for one year and cancelling all admissions already granted. This action purported to be based not on the "revolutionary orientations" that had troubled the Minister of Education but on the council's view that the letter of dissuasion and the contents of the questionnaire raised a reasonable apprehension of ideological discrimination in the admissions process.

The authors assert that the questionnaire was not intended to facilitate discrimination on the basis of ideology or social class, but that it merely "had the purpose of making the student think about the implications of his application for admission, rather than eliminating or accepting him on the basis of his answers to the questions." This is not very convincing, even in the light of the authors' careful demonstration that candidates who did not disclose proletarian backgrounds fared not much worse in securing acceptances than those who did. Equally difficult to take seriously is the authors' assertion that their admissions practices could not be discriminatory as long as they used "the same process in the examination of every file and had recourse to the same criteria of evaluation and selection for all candidates." This is the old formalistic argument that no one is discriminated against if the same substantively discriminatory criteria are applied to everyone in the same way. It is impossible to square with the authors' repeated assertion that the abstract formalism of traditional legal education ought to be supplanted by a concern for substan-

tive social change. Indeed, it is true beyond question that traditional law school admissions criteria, with their heavy emphasis on prior academic performance and (in English-speaking Canada) on Law School Admission Test scores, do in practice discriminate in favour of students from the higher social classes, and a very strong argument can therefore be made that at least some law schools ought frankly to discriminate in the other direction. At no point, though, do the authors claim or admit to having followed a candid policy of compensatory discrimination, and the information asked for in their admissions documents quite clearly falls short of what would be needed for the rational application of such a policy.

However difficult it is to accept the authors' expressed view of their admissions practices, it is just as hard to accept the administration's assertions to the effect that its discovery of the contents and tone of the admissions documents just happened to occur almost simultaneously with the public remarks of the Minister of Education, and that in any event it was too late on May 29 to do anything less drastic about the admissions problem than to shut the door on all candidates for 1973-74. The clear impression is left, by the administration's own minutes as much as by the authors' comments, that the administration simply panicked in the face of the Minister's remarks and perhaps also in the face of demands from the Bar that something be done. Such a reaction by a Canadian university administration would be hard enough to understand if it were occasioned by very blunt and severe threats. It is made virtually incomprehensible by the fact that the Minister's remarks in this case, improper and unfortunate though they were, did not contain the threat of any sanctions beyond the withdrawal of financial support for the *sciences juridiques* program itself. Perhaps some credit accrues to the administration for at least outwardly basing its intervention on the authors' questionable admissions practices instead of directly echoing the Minister's worries about "revolutionary orientations," but any such credit is slight indeed. The authors have clearly succeeded in shifting to the administration the burden of proving that it did not merely cave in under outside pressures.

The strength of the authors' indictment of government interference and administrative weakness is, however, undermined to some extent by their constant resort to abuse and innuendo and by their attempt to force everyone into a "good guys" or "bad guys" mould. For example, tantalizing but unsubstantiated allegations are made to the effect that the university executive brought various pressures to bear on the authors in an attempt to destroy their solidarity and coerce their resignations, and *ad hominem* attacks are made on various administrative officers and journalists. The university and its lawyers are accused of using provoca-

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tion and delaying tactics during the hearing of the once-admitted students' application for a court injunction against the postponement of the program, with a view to providing grounds for an appeal if the students' application had succeeded. Anyone whose actions or words were in the slightest degree critical of the authors' purposes is almost routinely denounced as a servant of the interests of those in power. Such allegations and insinuations make juicy reading for a while, but they soon begin to bear tiresome witness to the fact that the praising or denouncing of individual actions or motives as being inevitably tied to some class interest can become just as destructive of effective analysis and effective argument as any other exaltation of an abstraction at the expense of reality.

Bernard Adell

Bernard L. Adell teaches Law at Queen's University in Kingston.

Class struggle an issue in academic unionism

Everett Carll Ladd, Jr. and Seymour Martin Lipset, **Professors, Unions and American Higher Education** (Carnegie Foundation, 1973).

Class consciousness is not a familiar commodity in North American universities. While some members of the new left did attempt to picture themselves marching along side the proletariat, their efforts strained credulity. Yet since 1968 faculty unionism has begun to explode and the issue of class has suddenly become relevant. The confrontation with unionism has laid bare deep divisions within the professoriate, differences which have produced wide ideological rifts.

Lipset and Ladd view the recent upsurge of academic unionism as a product of the new austerity in education, resulting in few new faculty positions and a general climate of pessimism within the universities. In this context American professors have been offered the choice not only of unionism but of three major competitors for the dues checkoff. In the Spring of 1973 the authors found approximately 55,000 unionized professors in 304 institutions or about one-sixth of all U.S. academics. The Faculty Unionism Project has more recently estimated that the total is now 82,300. It seems clear then that even while the rate of union growth has noticeably declined in the last year, that unionization has come to stay.

A large share of this book concerns faculty attitudes toward unionism. While many of Lipset and Ladd's findings seem almost self-evident, they are very useful in confirming some of the basic divisions in higher education. It is not, for instance, surprising to find that American professors are fairly evenly

divided on the merits of collective bargaining, or that unionization finds more support among those in non-elite schools, the untenured, and politically liberal to left in their sympathies. However Lipset and Ladd do not take a class approach in their analysis. They confirm that professors in elite institutions tend much more toward political liberalism but at the same time this group shows a relative lack of support for unionization. Lipset and Ladd argue that this illustrates not a class division but rather it is a result "of competing interests and values" within the elite group. In other words, their negative outlook toward the unions is seen as a function of their intellectuality rather than class position. One suspects that the Harvard influence pervades this analysis. A class system does exist within academia and has its effect in taking the union issue beyond the liberal-conservative political axis.

gaining elections. One of the more interesting issues that has arisen in the case of multi-campus institutions is whether the units will bargain separately or together. Once again, although the authors do not put it in such terms, the class issue arises. It is distinctly to the advantage of lower paid faculty members in less prestigious institutions, to fight for multi-campus bargaining units. This has in turn been resisted by professors in the more highly rated institutions.

There are apparently some good reasons for professors at prestige institutions to deny the class factor. Economic self interest conflicts with their expressed liberal values. In that case resistance to unionism must be explained not in class terms but with a rhetoric of liberalism which Lipset and Ladd help to provide.

A class structure has emerged within the professoriate. Status, rank and



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Class background, as distinct from current class position, is firmly excluded by the authors. They find "no correlation whatsoever between their class backgrounds and the orientations of academic men and women to collective bargaining and strikes." Their findings firmly refute those theorists who have argued that change in academia is due to the entry of young professors from blue collar families. In fact the class background of the American professoriate has barely changed in the past thirty five years.

Lipset and Ladd's findings do not pretend to extend to Canadian universities, nor could they easily be transplanted. They find, in American schools, for example, that ethno-cultural factors are very important in the case of Jewish academics who are far more supportive of unionism than their gentile colleagues. One may speculate then, that the ethno-cultural factor could be of great importance in Canada. French-Canadians, transplanted Englishmen and Americans may introduce special problems in applying this analysis directly to Canada.

Lipset and Ladd also deal with the nitty-gritty of selected collective bar-

salary differentiations have long been recognized but the union issue has brought class to the foreground. The tenured faculty in prestige institutions are, by no stretch of verbiage, intellectual workers. They value their liberal credentials, however, and thus meet the challenge of unionism not as foes of the labour movement but with good liberal concerns about the future of university governance, professionalism, and academic excellence. While Lipset and Ladd offer much that is valuable, their commitment to a classless view of academia helps to perpetuate a misleading debate on unionism.

Unionism in and of itself offers no magic for professors (or any other social group) and there is no point in pretending that it will solve all the problems related to austerity, unemployed Ph.D.s, or tenure. But the debate on unionism can be more meaningful if we make our judgments on the basis of gut issues rather than on the perceptions appropriate to academia's upper class.

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C.A.U.T. COMMITTEES

Standing Committees

1. *Academic Freedom and Tenure*
 - a. Data Banks and Privacy Subcommittee
2. *Economic Benefits*
 - a. Pensions Subcommittee
 - b. Insurance Subcommittee
 - c. University Manpower Studies Subcommittee
 - d. Income Tax Subcommittee
3. *Committee on Relations with Government*
 - a. Federal-Provincial Financing Subcommittee
 - b. Science Policy Subcommittee
 - c. Canadian Book Publishing Policy Subcommittee
 - d. Copyright Subcommittee
 - e. Patents Subcommittee
4. *Committee on Internal University Affairs*
 - a. University Governance Subcommittee
 - b. Teaching Effectiveness Subcommittee (formerly Professional Orientation)
 - c. Faculty-Student Relations Subcommittee
5. *Publications Committee*

Ad Hoc Committees

Established to attempt to recommend solutions to particular problems

1. *Committee on the Status of Women Academics*
2. *Collective Bargaining Committee*
3. *Committee on Canadianization and the University*
4. *Membership Committee*

TERMS OF REFERENCE

Academic Freedom and Tenure Committee

The Committee on Academic Freedom and Tenure is charged with the responsibility of dealing on behalf of the Association, with appeals made to it in connection with situations where a faculty member feels that his professional rights have been infringed or are threatened with infringement, and may make recommendations to the Board on policy matters.

The Committee may deal with grievances from faculty members at institutions with associations affiliated to the Canadian Association of University Teachers, but not normally from individuals or associations not affiliated to CAUT unless an unusually serious threat to academic freedom is involved.

Appeals to the Committee are normally dealt with, in the first instance, by the professional staff of CAUT in consultation with the Chairman of the Committee, who bring the case to the committee unless the documentation is incomplete or the case does not appear to merit consideration. Cases which are not brought before the Committee may be appealed by the Faculty member concerned and such appeals will be heard by a subcommittee of the Academic Freedom and Tenure Committee whose decision as to whether the case should go before the Committee is final.

The basic procedures of the Committee in dealing with cases appealed to it are those laid down in the Policy Statement on Academic Appointments and Tenure and in the Guidelines concerning investigational Procedures, Grievance Procedures, Procedures relating to Censure, Procedures concerning Joint Inquiries involving CAUT and AUCC, Procedures concerning Reductions in Academic Appointments for Budgetary Reasons; and the Policy Statements on Equal Opportunities for Women Faculty Members and on Canadianization and the University, all of which may be found in the **CAUT Handbook**. (Full terms of reference will be available in the 2nd edition of the **CAUT Handbook**.)

Economic Benefits Committee

- (a) In cooperation with D.B.S. to devise, collect and analyze information on professorial salaries in Canada.
- (b) To report regularly on the economic status of the university teaching profession in relation to other professions and to the general economy.
- (c) To survey fringe benefits and, where useful, to present model plans for such benefits as group and disability insurance, denture, pensions, and sabbatical leave.
- (d) To investigate and recommend on ancillary economic matters such as summer supplements, research supplements, summer school salaries, etc.
- (e) To maintain liaison with the salary committees of member associations and provincial organizations.
- (f) To advise local faculty associations when so requested.
- (g) To collect and disseminate information on salary negotiating procedures.

Committee on Relations with Government

To oversee the role of the Canadian Association of University Teachers in relation to the federal and provincial governments and to report to the Board and Council of the CAUT.

Committee on Internal University Affairs

To oversee the role of the Canadian Association of University Teachers in areas internal to the university such as university governance, teaching effectiveness and faculty-student relations and to report to the Board and Council of the CAUT concerning these activities.

Committee on Publications

To oversee the publishing role of the CAUT, particularly in relation to the **CAUT Bulletin** and the CAUT monograph series;

To recommend as needed to the Board along with the Executive Secretary nominations for the editorship of the **CAUT Bulletin** and the CAUT monograph series;

To be a committee of seven to include the Editor the **CAUT Bulletin** and the CAUT monograph series as voting members.